

C
Idaho
1920/21

State Normal School

ALBION, IDAHO



CATALOG

Twenty-Sixth Year

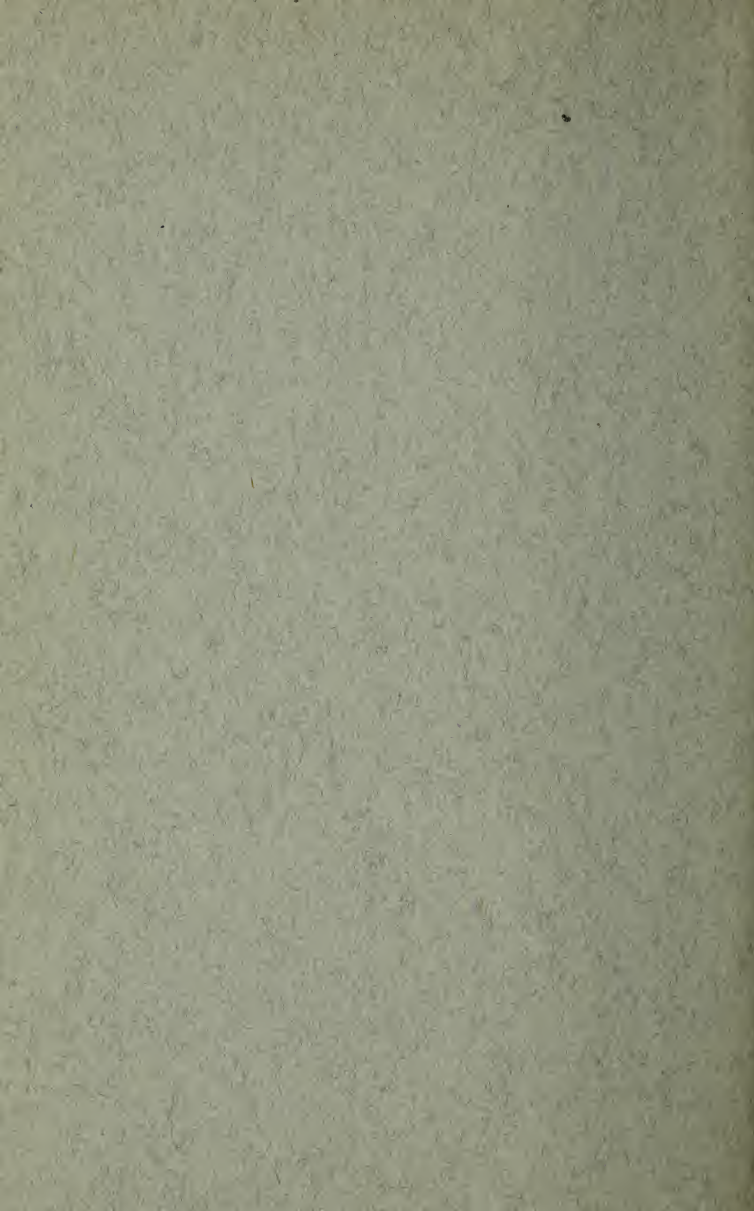
JULY 1, 1921

Normal News-Letter

Vol. X. No. 2

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NORMAL NEWS-LETTER

Catalog and Bulletin of
Information



TWENTY-SIXTH YEAR

State Normal School
Albion, Idaho

ALBION, IDAHO, JULY 1, 1921

STATE BOARD OF EDUCATION

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AUSTIN C. PRICE	-	-	-	-	<i>Business Agent and Auditor</i>

Executive Committee of the Albion State Normal School:

The State Superintendent, Chairman.

President of the Normal School.

The Commissioner of Education.

1921

JANUARY							JULY						
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1922

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STATE EDUCATIONAL INSTITUTIONS

THE UNIVERSITY OF MOSCOW, at Moscow, including Colleges of Letters and Sciences, Engineering (including Mining), Agriculture and Law.

THE STATE NORMAL SCHOOLS, at Lewiston and Albion, for the training of teachers.

THE IDAHO TECHNICAL INSTITUTE, at Pocatello, a school giving vocational, scientific, literary and technical work of a grade covered by the first two years of college courses and such secondary school work as the needs of the state demand.

THE STATE SCHOOL FOR THE DEAF AND BLIND, at Gooding, a boarding school for the deaf and blind children of the state.

THE INDUSTRIAL TRAINING SCHOOL, at St. Anthony, a home and school for boys and girls who, in the judgment of the Juvenile Court, need special care and discipline.

Information concerning any of the above institutions may be obtained from the institution or from the State Board of Education at Boise.

Calendar for 1921-1922

1921

Summer Quarter—

- June 3-4.....Preliminary Examinations.
June 6.....Registration.
June 7.....Class Work begins.
July 28-30.....County and State Teachers' Examinations.
August 5.....Quarter ends.

First Quarter—

- September 13.....Registration Day.
September 14.....Class Work begins.
September 17.....Annual Reception to Students and
New Members of Faculty, Axline
Gymnasium.
October 29.....Hallowe'en Party, Axline Gymnasium.
November 11.....First Quarter Examinations.

Second Quarter—

- November 14.....Registration Day. Class Work begins.
November 24-27.....Thanksgiving Recess.
November 28.....Basketball Season opens.
December 10.....Emersonian Play.
December 18.....Annual Y. W. C. A. Christmas Concert.
December 24.....Christmas Holidays begin.

1922

- January 9.....School Work resumed.
January 21.....Preliminary Debate.
January 27.....Second Quarter Examinations.

Third Quarter—

January 30.....	Registration Day. Class Work begins.
February 10.....	Southern Idaho Conference Debate.
February 22.....	Washington's Birthday, Colonial Party at Hansen Hall.
February 25.....	Preliminary Declamatory and Ora- torical Contest.
March 11.....	Student Recital, Music Department.
March 18.....	Reception at Miller Hall.
March 24.....	Southern Idaho Conference Declama- tory and Oratorical Contest.
March 31.....	Third Quarter Examinations.

Fourth Quarter—

April 3.....	Registration Day. Class Work begins.
April 8.....	Philomathean Play.
April 16.....	Easter Sunday, Y. W. C. A. Musical Program.
April 29.....	Orchestra Concert.
May 6.....	Annual Exhibition of Training Schools.
May 26.....	Annual Literary Society Programs.
May 27.....	Junior Reception and Ball.
May 28.....	Baccalaureate Address.
May 29.....	Inter-Society Debate.
May 30.....	Senior Play.
May 31.....	Class Day Exercises.
May 31.....	Alumni Reception and Ball.
June 1.....	Commencement Day.

Summer Quarter—

June 5-6.....	Registration Day.
June 7.....	Class Work begins.
July 4.....	Independence Day.
July 27-29.....	State and County Examinations.
August 4.....	Summer Quarter Examinations.

The Faculty

(By Order of Appointment)

- CLARENCE E. BOCOCK.....*President*
(B. S., University of Illinois, 1899); (University of Chicago, 1905-1907); (Dean, 1904-1919)—1920.
- EVA SMITH.....*History, Political Science, Geography*
(B. A., Monmouth, 1895); (A. M., University of Chicago, 1918)—1907.
- BELLE DONNOHUE.....*Librarian Methods*
(Graduate Chicago Kindergarten College, 1902); (University of Missouri, 1894); (Library Training School, Riverside, Calif., 1919)—1907.
- FRANK E. HOWARD.....*Education, Social Science*
(M. Di., Iowa State Teachers' College, 1901); (M. A., University of Nebraska, 1910); (Drake University, 1887, '88, '89, '95)—1911.
- MRS. ELIZABETH WARE.....*English, Dean of Women*
(National Normal University, 1895); (Yale University, Graduate School, 1896-99); (Ph. B., University of Chicago, 1904); (A. M., University of Chicago, 1912); (Columbia University, 1919-20)—1914.
- ETHEL A. HOFFMAN
.....*Critic Teacher, Second and Third Grades*
(A. B., Colorado State Teachers' College, 1913); (University of California, 1915); (University of Chicago, 1918)—1914.
- JOHN C. WERNER
.....*Head of Rural Education Dept., Supervisor of Training*
(Graduate Tri-State Normal, 1899); (A. B., University of Indiana, 1905); (A. M., University of Chicago, 1913)—1915.

MARY G. CHURCHILL.. *Head Physical Education Department*
(Byrn Mawr College, 1895-98); (Diploma, Boston
Normal School of Gymnastics, 1900); (University of
Wisconsin, one semester, 1915)—1915.

MABEL R. MILLER, *Critic Teacher, Sixth and Seventh Grades*
(Graduate Emerson College of Oratory, 1902); (Brown
University, 1912); (A. B., Colorado State Teachers'
College, 1913)—1916.

JOHN R. MINNIS..... *Manual Training*
(Kansas Agricultural College, 1898-1901); (Gradu-
ate of Stout Institute, 1914)—1918.

KATHERINE BURGGRAF
..... *Rural Training Teacher and Supervisor*
(Graduate Albion State Normal School, 1914); (Critic
Teacher, 1919-1921)—1921.

EVA MORRIS..... *Public School Drawing and Art*
(Specialist's Art Certificates, Iowa State Teachers' Col-
lege, 1910); (Graduate Minneapolis School of Fine
Arts, 1912); (Post Graduate Work, Academy of Fine
Arts, Chicago, 1919)—1920.

JOSEPHINE DURHAM..... *Critic Teacher, Fifth Grade*
(Graduate West Texas State Normal College, 1914)
—1920.

LEO E. JEWELL..... *Science, Agriculture*
(American University, 1918); (A. B., State Teachers'
College, Peru, Nebraska, 1921)—1921.

LOLA SMITH..... *Home Economics*
(Graduate Stout Institute, 1912); (University of Wis-
consin, 1915)—1921.

VERRA G. HUMPHREYS

.....*Critic Teacher, Third and Fourth Grades*
(B. Ped., State Teachers' College, Springfield, Missouri, 1914); (B. S. in Education, University of Missouri, 1916)—1921.

SOPHIE MESSENGER.....*Public School Music, Piano, Voice*
(Oshkosh State Normal School, 1907-1908); (A. B. Chicago Conservatory of Music, 1908-12); (Post-Graduate Work, Chicago Musical College, 1913- 1914, 1915)—1921.

.....*Critic Teacher, First and Second Grades*

ADMINISTRATIVE STAFF

C. E. BOCK.....*President*

C. E. SIMENSEN.....*Bursar*

PAULINE SIMONSEN.....*Secretary to President*

General Information

Relation of Normal School to Education

AIM OF THE SCHOOL

The Albion State Normal School is distinctly a school for the training of teachers. Everything in connection with the school is made subservient to that end. The authorities of the school realize the responsibility which they assume in attempting to train teachers who are to take upon themselves the duty of educating the young. The teachers of our state, more directly than ever before, must train children for good citizenship. The strength and greatness of a state depends upon the characteristics of its citizens. The public schools take a chief place in the formation of the characteristics and ideals of the children. Regardless of the present teacher shortage and changed economic conditions due to the war, the public schools of Idaho must be kept in the hands of well trained and competent teachers. The Albion State Normal School is anxious to do its full share in the training of such teachers.

THE WORK OF THE NORMAL

The legitimate field of work for the Normal School is to train teachers for the rural and grade schools of the State of Idaho. All phases of the problem in connection with such schools are studied. Courses covering both content and methods in this field are given. The student teachers are given practical observation and teaching experience in the training school, using as a basis for the work the Idaho State Course of Study supplement for teachers. The one great purpose of the school is to train teachers; the faculty is selected and organized with this one aim in mind.

With the development of high schools throughout the State, it seemed best to discontinue the high school work in the Normal and give all of the time of the members of the faculty to purely

normal school work. The elimination of all high school work was effected in 1920. This makes it possible to give more individual attention to students in the Normal School and also allow for a wider range of courses to be offered, as well as a subdivision of classes, keeping the sizes of all classes down to where the best work may be done by all members of the class.

The Albion School district has consolidated with the other two common school districts of the valley and has built a modern high school and equipped it. This building is in close proximity to the Normal School buildings and will be easily available for any observations desired. All the children of the consolidated district in the elementary grades attend the training school of the Normal.

THE LOCATION OF THE SCHOOL

Albion is located in a most beautiful little valley just off the edge of the Government Minidoka project. The nearest railroad stations are at Delco, nine miles away, and Burley, eighteen miles distant. Owing to the train service, Burley is used as the passenger station. The Burley and Albion highway districts have combined to make the road from both these stations to Albion one of the very best to be found in the State. Now the run to or from Burley can easily be made in forty-five minutes or less at any season of the year.

The climate of the locality is as good as is to be found in southern Idaho. Winters are not rigid, and summers are especially delightful. Albion is located at an altitude of 4500 feet, near Mt. Harrison, a peak of 10,000 feet; therefore, the summers are especially cool and pleasant.

REMOVAL OF NORMAL SCHOOL TO BURLEY

By an act of the State Legislature at the sixteenth session, the Normal School is to be moved to Burley in 1922. The school is to remain at Albion until the close of the summer quarter of 1922, the work commencing at Burley in September of that year. A tax of one-eighth mill on the dollar is assessed upon all taxable property of the State for the years 1921

and 1922, and the proceeds of this tax will be used in the construction of buildings for the school at Burley. The citizens of Burley, by popular subscription, bought forty acres of land bordering the city limits and presented this to the state for the site of the Normal School.

The school will retain its present name, the only change being that of location. This is expressed in Section 4, H. B. 298, the bill dealing with the removal of the school. This section reads as follows:

"SEC. 4. All franchises, rights, privileges, immunities, endowments, holdings and properties of whatsoever kind or nature, belonging to the Albion State Normal School, are hereby continued in and shall inhere in and to the Albion Normal School after the change in its site and location as herein provided."

OUTLOOK FOR GRADUATES

The profession of teaching offers a most attractive future to young people who desire to be of great service in the world. There is no profession which is doing more for the making or marring of humanity than the teaching profession. There is no question but that every teacher should be trained to teach before entering upon the profession, rather than learn his art by practicing upon defenseless children. The demand for trained teachers in Idaho was never so great as at present. The salaries of teachers are increasing in proportion to this demand. The trained teacher receives a better salary than the average teacher. In teaching, as in all other professions, the "Man who knows" is the one who receives the greatest monetary reward.

HIGH SCHOOL GRADUATES

Conditions in Idaho offer, at the present time, unusual opportunities for entering the teaching profession. We have calls for many more teachers than we can furnish and at higher salaries than have ever before been paid to teachers.

In ordinary times the high school graduate has had to force his way into the occupations and professions. His help was not

so seriously needed. Places were filled by persons who wished to retain them. This year offers a rare opportunity to the high school graduate to prepare himself to assist to carry on successfully the work of Americanization and reconstruction.

Every school district needs a teacher and high school graduates at the present time can perform no greater patriotic duty to the state and nation than to fit themselves for efficient service in the field of teaching. Those who fit themselves for teaching have every assurance of securing good paying positions.

Many students of the Albion Normal who have had no experience, excepting what they have gained in the training school during the year of professional training and who at the close of the school year received only the Normal School first grade certificate, have taken positions for the coming school year at salaries of \$100 to \$140 per month. Many of the graduates of the school are holding positions with salaries ranging from \$1500 to \$2900 per year.

Nothing can be done which will mean more to our country than will stepping into the breach and giving to the boys and girls of the coming generation that training which they need so badly. The United States, as the advance guard of the world's democracy, is taking the lead in the regeneration of the world. Surely, no one can find a holier or more patriotic calling than the teaching profession. Every young person should consider these facts well before deciding to enter upon other lines of work.

DEMAND FOR SPECIAL TEACHERS

There is a growing demand for teachers in all special departments. Each year there are requests for Normal School trained teachers—Domestic Science, Special Primary, Manual Training, Public School Music and Drawing, etc. To meet this need, courses are offered for students desiring to specialize in any line of work given by the institution. This is accomplished by students taking the regular diploma course and at the same time organizing all of their electives and student teaching work

about the special subject in which they are interested. Special diplomas are issued and where sufficient work is covered both the regular diploma and the specialist diploma may be issued. Salaries in special departments are especially attractive.

NORMAL SCHOOL WORK AND COLLEGE CREDITS

Many young people are beginning to appreciate the fact that it is a wise plan to take the first two years of their college course in a normal school, thus securing an entrance into a profession which will always be a means of livelihood to them, and at the same time securing credits for two years of college work. Any student who completes work in a standard normal school, such as the Albion State Normal School, can secure full credit and begin his work in the junior year of the University of Idaho, or any other standard college, with the added advantage of having a life certificate to teach, which he may use at any time. This gives to the student of the normal school the double advantage of securing during the two years that he is in the normal school, two years of college credit, and at the same time a diploma which is always available as a teacher's certificate. There is also but little question that the ordinary student gets a great deal more out of two years' work which specifically looks toward a definite purpose than he does out of two years of ordinary freshman and sophomore college work.

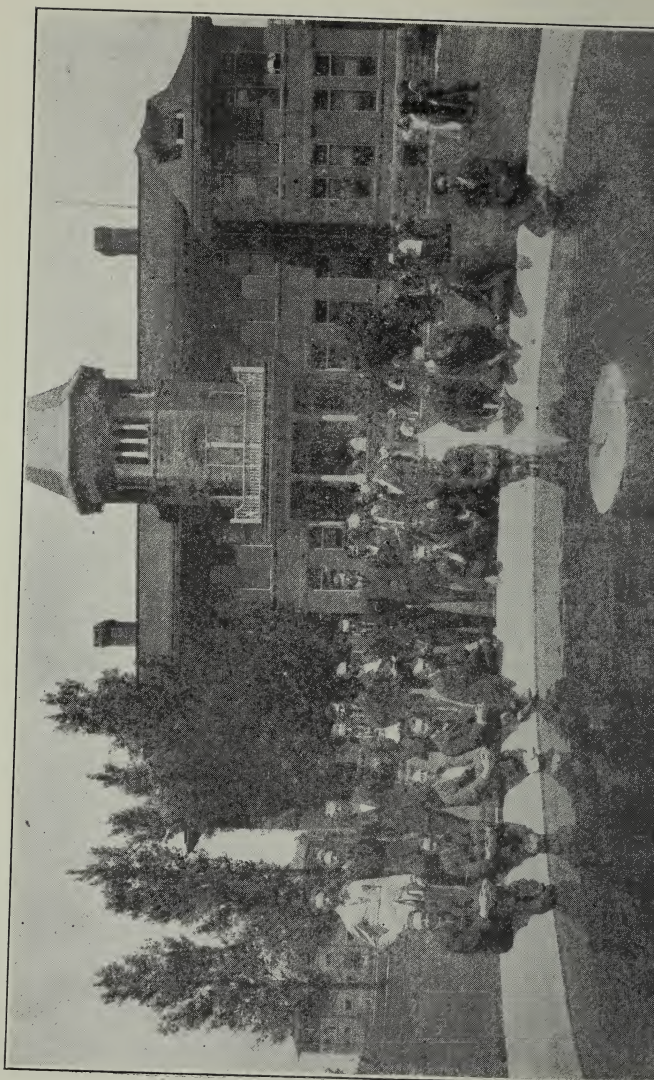
RURAL EDUCATION

One of the great missions of the normal school is to train rural teachers for the state. Albion is especially fortunate in her location for this work. Recognizing this responsibility, special attention is being given to the training of rural teachers. Well developed courses are given in methods in rural schools, rural school management, rural economics, and rural sociology, as well as industrial courses in manual training, home economics and agriculture. Art, music and play for rural schools are also given special attention.

The training school itself is a rural school, the pupils coming from the village of Albion and the surrounding country.



Mt. Harrison, from Administration Building



Arrangements have been made for observation work and study of actual problems in a number of rural schools in the vicinity of Albion.

The irrigation projects of Twin Falls and Minidoka have brought within the neighborhood of Albion, extending to within a few miles of the school, a population of 40,000 to 70,000 people during the past fifteen years. There is, therefore, within reach of the school, every type of school organization found in Idaho, easily available for visiting and observation work. Members of the faculty and students in rural education will attend and participate in rural center community work during the year in this territory. Every effort will be made to do some constructive work in the great field of rural education, and students are to help in doing this constructive work.

There is a great demand in rural schools for the teachers who complete the certificate course.

BUILDINGS AND EQUIPMENT

BUILDINGS

Administration Building.—The Administration Building is 117 by 80 feet, three stories high, with basement under the entire building. It contains two offices, two cloak rooms, the five laboratories, the society halls, the auditorium, seven recitation rooms, the music and art studios—all above the basement. In the basement are boiler rooms, toilet rooms, four manual training shops and two store rooms. It is the administration and recitation building.

Miller Hall.—The men's residence, Miller Hall, named after the Hon. J. E. Miller of Burley, Idaho, who secured the location of the school at Albion, stands just to the east of the Administration Building. It was erected in 1901. This residence is 60 by 45 feet and furnishes quarters for thirty men. One of the attractive features of the building is the large living room, which has been very nicely furnished with rugs, rocking chairs, settees, etc. Miller Hall makes a most attractive home

for the young men who are fortunate enough to secure quarters in it.

Hansen Hall.—Hansen Hall, named after the Hon. Lawrence Hansen of Rock Creek, Idaho, who was for ten years president of the board of trustees, is a two-story building 82 by 131 feet. It was erected in 1905. It furnishes a beautiful home for nearly one hundred young women. The reception hall has recently been enlarged and refurnished and a number of artistic pictures added. The dean's office and living room are to the right of the entrance hall. The reading room on the first floor is supplied with leading magazines and daily papers. The students' rooms are fitted out with furniture of good quality and appearance. The large dining room in the basement accommodates the men from Miller Hall as well as the women from the women's halls, and has room for the students who live outside the halls.

The dining hall and kitchens are in the basement of Hansen Hall and are furnished with up-to-date, modern equipment throughout, with electric ranges, lights, refrigerators, hot and cold water, etc. Two hundred students can be seated in the dining hall at one time.

In the basement is a laundry fitted with twelve stone tubs, a dryer, a water heater, irons, ironing boards, etc., giving the young women every facility for doing their own laundry work.

New Residence.—The legislature which met in January, 1917, appropriated funds for the erection of a new residence to relieve the congestion which was especially bad during the summer terms. The new hall was completed in 1918 and is 109 feet by 45 feet 6 inches, being one wing of a double "L" shaped dormitory, the second wing of which is to be completed at a later date. The lower floor of this hall has been taken over temporarily by the first two grades of the training school and by the music department of the normal school. The upper floor, which accommodates twenty-four women, is furnished at-

tractively for student residence. It was first opened in the summer of 1919.

Training School.—The training school building, erected during the summer of 1907 and added to during the past year, is a beautiful one-story structure 80 by 150 feet, built with especial attention to the needs of a strictly modern school. It contains five large rooms, six recitation rooms, two laboratories, one for domestic science work for the girls, and the other for manual training and agriculture for boys, and an office. This building accommodates the six upper grades of the elementary school. The first and second grades have two large school rooms and two recitation rooms in the new dormitory. The training school is heated, ventilated and humidified by means of electricity. It is well lighted, has plenty of blackboard space, and is seated with the best adjustable and movable desks.

Axline Gymnasium.—The school is particularly fortunate in having one of the best gymnasiums in the northwest. The building was erected during the summer of 1910 and is 109 by 64 feet. The gymnasium floor proper is in the second story and has a free floor space of 101 by 54 feet. There is a gallery which furnishes a saucer shaped running track of twenty-two laps to the mile. The track is covered with the finest cork covering. On the ground floor are the bath, toilet and locker rooms for faculty and students; also reception rooms, game rooms, offices for physical directors, etc. An appropriation of \$5000 was made for the equipmenut of this gymnasium, which enabled the board to furnish it in a splendid manner.

EQUIPMENT

The school has four splendidly equipped science laboratories for the use of the agriculture, chemistry, physics, geography and biological departments. The equipment of the mechanic arts department has been placed in the four rooms devoted to manual training work and is complete for woodwork, forging, turning and all kinds of work in paper, cardboard, raffia, reed, etc. The department of home economics is especially well sup-

plied with modern equipment. The other departments of the school are well equipped with maps, charts, books, etc., such as are needed for accomplishing the best results in the several departments.

THE LIBRARY

The Library, a large, well-lighted room, is located in the southwest corner, first floor, of the Administration Building. It contains over 5000 carefully selected volumes and, in addition, several thousand public documents. The library is particularly rich in works bearing upon education and teaching, and is designated primarily for a reference general study. The open shelf system is used and every book is at the disposal of the student. The leading periodicals of the day are furnished for the use of the students. Daily newspapers are on file, and by courtesy of the publishers, a great many of the weekly papers of southern Idaho reach the school.

The following periodicals may be found in the library: *Advocate of Peace, American Journal of Sociology, American Magazine, American Cookery, Associate Teacher, Atlantic, Art World, Bird Lore, Boys' Magazine, Boy Life, Bookman, Collier's Weekly, Current History, Current Opinion, Century, Drama, Delineator, English Journal, Education, Educational Administration and Supervision, Elementary School Journal, Everybody's, Etude, Forum, Good Housekeeping, Harper's Magazine, Illustrated World, Independent, Journal of Education, Ladies' Home Journal, Literary Digest, Musical America, Musical Courier, Nation, National Geographic Magazine, New Republic, Normal Instructor and Primary Plans, North American Review, Outlook, Playground Magazine, Primary Education, Pan-American Union, Pictorial Review, Rural Education, Readers' Guide to Periodical Literature, Red Cross Magazine, Review of Reviews, Saturday Evening Post, Story Tellers Magazine, Scientific American and Supplement, School Board Journal, School Review, School Music, School Arts Magazine, Scribner's, St. Nicholas, Sunset, Survey, World's Work, and Yale Review.*

SCHOOL ACTIVITIES

ASSOCIATED STUDENTS

All students of the Albion State Normal School paying the regular enrollment fee are entitled to membership in the student organization known as The Associated Students of the Albion State Normal School. This organization has for its object the control and management, as far as feasible, of all the student activities of the school. The general directors are composed of the regular officers of the association, the activity managers and the faculty committee on student activities. Activity managers are chosen by the students participating in the various activities and each activity manager is expected to look after the interests of the particular activity electing him. The more important school activities under the direction of the Associated Students are athletics, lecture course, social entertainments, interscholastic contests (athletic and literary), student publications and religious organizations.

The Associated Students have two publications. The Sage is an annual publication in book form, giving a resume of the year's important events connected with the school and many other things of interest to the student body, alumni and others interested in the school's welfare. The Sage is published in May. The Rodeo is a bi-weekly newspaper published on the fifteenth and thirtieth of each month. It aims to publish those things of current interest to students of the school, alumni and others who desire to keep in close touch with the Normal School. The Rodeo aims also to keep the alumni of the school in communication with the school and with each other through that portion of its columns devoted to their welfare.

GLEE CLUBS

A Men's Glee Club and a Ladies' Glee Club are very important and popular organizations of the school. Only those who have fairly good voices are eligible to membership. The

clubs practice from two to four times a week and appear frequently throughout the year in public programs.

The Annual Glee Club Concert given in the spring is one of the much anticipated musical events of the year.

ORCHESTRA

A school orchestra is one of the most enjoyable features of the school. Membership in this organization is open to all students who have a knowledge of an orchestra instrument. The school owns several instruments, and it is urged that every student who owns and plays an orchestral instrument shall bring it.

LECTURE COURSE

During each year a lecture course is given in the auditorium of the Normal School. The best talent obtainable is secured. In the selection of the talent for the various numbers of the course an attempt is made to give as wide a range of entertainment as possible.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

One of the strong school organizations is the Young Women's Christian Association. This organization holds regular Sunday afternoon meetings which are very well attended. The Y. W. C. A. girls give two annual concerts — one at Christmas time and one on Easter Sunday. These are among the most enjoyable features of the year. The organization is as active during the summer term as during the regular school year.

LITERARY SOCIETIES

Four literary societies are maintained—Philomathean, Emersonian, Victorian and Forum. The first two are open to students of both sexes. The Victorian is for women exclusively. The Forum is for men exclusively. All of these societies are under close faculty supervision and much pride is taken in their

work. The societies meet each Friday evening in their respective literary halls, which have been fitted out and made attractive by the organizations. Former students refer to their literary society work as most pleasant and profitable work.

ATHLETICS

The school has always had strong athletic teams, having won the championship of the Southern Idaho Conference in both baseball and football a number of times. The gymnasium, the best in the state, gives the best facilities for work in all lines of athletics. During the year inter-society and interclass contests are arranged for, and a tennis tournament is held in the spring.

SENIOR LOAN FUND

The class of 1914 instituted a Senior Loan Fund by pledging themselves individually to pay a certain amount into this fund and by using the proceeds of their class play for that purpose. Various donations have been made to this fund until at present it amounts to more than \$200. This fund, by the conditions laid down by the class of 1914, can be loaned only to senior students upon written application to the president of the school and the faculty member who has been designated as treasurer of the fund.

LECTURES

Several members of the faculty are ready at any time to visit points in the state where their services may be desired as lecturers, either upon general educational topics or special subjects. It is expected that the community asking for their services will pay the necessary traveling expenses. Further information will be given upon application to the secretary of the extension department.

INTERSCHOLASTIC ACTIVITIES

The Normal School is a member of the Southern Idaho Conference, which consists of all of the schools in south Idaho

of higher than secondary rank. This conference governs the schools' activities in athletics, debating, oratory and declamation. The annual debate among the members of the conference takes place the last Friday in February. An annual contest is held each year in oratory and declamation on the last Thursday in March.

The school has been very successful in the interscholastic contests, winning its full share of first places, although the spirit of the school is not so much to win as to instil the proper spirit and secure the advantages to be gained from such contests.

The conference arranges regular schedules of football, basket ball and baseball games. In addition to the conference games, there are frequent games with nearby high schools. The magnificent gymnasium possessed by the school gives special facilities for preparing teams for interscholastic athletics.

THE TRAINING SCHOOL

AIMS OF THE TRAINING SCHOOL

The Training School is the teachers' laboratory of the normal. There are two distinct aims which are of greatest importance in the training school. The first of these is to furnish a good school for the children of the district. This is especially essential since the training school is the regular district school of the village of Albion and the surrounding country. The second aim is to furnish a good normal school laboratory for practice teaching and observation work.

The training school will now include all of the children of the former three districts of the valley. This offers additional opportunity for students for practice and observation work.

The actual school situation, as we have it, furnishes the best possible arrangement for this purpose. The young teacher must meet the actual school problems under the direction of the critic teacher and the supervisor of teachers' training.

ASSIGNMENT OF STUDENT TEACHERS

Student teachers are assigned to their places in the training school each term by the supervisor of teachers' training. The

plan is to give the student teachers experience in as many different grades and subjects as possible and also to give them as wide a range of criticism as possible from the different critic teachers. This keeps the student teachers alive to the fact that they must give their efforts constantly to the problems of teaching rather than to making their work please any individual critic. The critics are independent of each other in their suggestions and criticisms of the student teachers, which results in giving the student teachers a wide range of constructive suggestion and criticism.

Student teachers are given classes in the training school under the direct supervision of a critic teacher. The student is held responsible for each individual in the class. A careful daily record is kept of all of the pupils' work and this record is submitted to the critic teachers. Student teachers must submit a carefully worked out lesson plan to the critic and have this plan passed before being allowed to teach any lesson. The course in teaching consists of both observation work and class room teaching. The critic will take the class at any time, when by so doing she may make clear any point in methods or management and thus help the student teacher. This cannot fail to be most helpful to them when they go out to teach.

OBSERVATION

All students of the normal are afforded a splendid opportunity for observation in the training school, being located as it is on the normal campus. In less than five minutes, any class in the normal school can be changed from its regular class room to any grade it wishes to observe in training school. In the special methods classes, arrangements are made to have the students observe their particular subject in various grades taught by the critic teachers of such grades. There is also opportunity for those who are taking teaching to get observation work in art, music, physical education, agriculture, home economics and manual training.

SUMMER TERM

FULL QUARTER'S WORK

The demand on the part of the teachers of the state for an opportunity to do a full quarter's work during the summer has resulted in the adoption of the policy of giving such a full quarter of work each year. The first summer term of the school was held July 1st to August 29th, 1912. The delightful summer climate and the professional facilities offered to the students made the summer session of 1912 a great success and fixed the policy of holding a summer session each year.

During the summer quarter all facilities are open to the students. A special summer term bulletin is issued which will be sent to any address upon request.

COURSES

During the summer quarter two courses are regularly maintained. In one, regular normal school work is carried on; the other course is the regular nine weeks' course required of the teachers in order to conform with the requirements of the state school law.

Practically all of the professional work offered during the school year is offered during the summer quarter. The lower grades of the training school are kept in session for the purpose of affording an elementary school for practice and observation.

The following list of professional subjects offered during the summer term of 1921 will give to the student a better idea of the work of the summer term than can be gained in any other way:

Arithmetic, professional; child study; domestic science; drawing, professional; economics, rural; education; education, history of; education, social; educational measurements; English, professional; entertainments for community and school; geography, professional; history, Idaho; history, professional; hygiene, civic and school; kindergarten theory; library science;

manual training; methods in arithmetic, geography, history, reading and language; music, professional; Palmer method; plays and games; primary language and number work; primary reading and phonics; psychology, educational; psychology, elementary; school administration; school management; sociology, rural; teaching, principles of; teaching.

TIME AND ATTENDANCE

It is expected now to open the summer quarter of 1922 on June 5th, closing on August 4th.

The average enrollment during the summer sessions has been about 340 students.

CORRESPONDENCE COURSES

For several years the Normal School has maintained correspondence courses for the advantage of the teachers who desire professional advancement but are unable to take advantage of the work of the Normal School during the regular school year. A number of teachers have taken advantage of these courses and have done very satisfactory work. Not more than one-eighth of the credits required for graduation can be made by correspondence. Anyone interested in this branch of the school's work should write for the special bulletin on the extension work of the school.

SCHOOL REGULATIONS

ADMINISTRATION

It is expected that every student will be in school for a definite purpose, and that this definite purpose shall be a worthy one. The Albion spirit has practically done away with school discipline. Regular study hours are required of the students, not as a matter of discipline, but as a matter of convenience for all who desire to do the best work. Students rooming or living down town are expected to conform to these study hours as well as those who stay in the dormitory. Students living

down town are under the control of the authorities of the school, particularly the deans, and must report to the deans their rooming places and any changes which they make in location of their rooms.

RESIDENCES

The residences have been planned with particular attention to giving the students cheerful and healthful homes. Each room is furnished with study table, dresser, chairs, single bedsteads, springs, mattresses, commode, wash bowl pitcher and jar. Students staying in the dormitories must furnish their own towels and toilet articles, including three muslin or outing flannel sheets, one pair white curtains, one pair pillow cases, one pillow, and such blankets and comforts as are needed. Students desiring to do their own laundry work must furnish their own electric iron. The name of the owner should be marked on each of these articles, and on all wearing apparel. Each student should bring such pictures, cushions, draperies or other ornaments as are needed for the comfort and beauty of the room.

Each student taking a room in the dormitory assumes by that act an obligation to keep the room in good condition. No student will be permitted to stay in a school residence who does not observe the recognized rules of personal hygiene. Each hall is under the immediate direction of a dean. Students occupying rooms in either hall must observe the regulations laid down by the dean of that hall.

Each student occupying a room in a residence will be required to make a deposit of \$5.00 before the key to the room is given. This deposit is returned to the student when he gives in his key, minus the amount necessary to cover any breakage or other damage to state property, and a fee of \$1.00, which is used for residence purposes.

LIBRARY

Library Hours—7:45 a. m. to 6:00 p. m.; Saturdays, 9:00 a. m. to 12:00 noon, and 1:00 p. m. to 5:00 p. m.

Charging—Books, periodicals, etc., must never be taken

from the library without being charged. Books and periodicals must always be checked off at the desk when returned.

Time—With some exceptions books may be kept two weeks, and may be renewed once. Certain books may not be kept for longer than “over night.” These may be taken out at any time, but must be returned the following day. Periodicals may be taken out at closing time, but must be returned by 8:45 the following morning.

Reserved Books—Books on the reserve shelves must not be taken from the library before 4:00 p. m., and must be returned by 8:45 the next morning. Delay in returning a “reserved book” to the desk after using it in the library, or having it out over night, may deprive someone else of the chance to do required work.

Fines—For delay in returning books and periodicals that are due, fines are charged as follows: Two cents a day for “two week books,” “one-day books” and periodicals; five cents a day on “reserved books.” Permission may be granted to keep certain books, for special topics or for use in teaching, for longer than usual time.

Books of general reference may not be taken from the library. These include dictionaries, encyclopédias, year books, etc.

Injuries to books, beyond reasonable wear, and all losses, shall be made good by the borrower.

Quiet and orderly conduct is required at all times. Talking is forbidden.

GYMNASIUM

Gymnasium Suit—A gymnasium suit of bloomers, middle blouse and gymnasium shoes is required of all women students. Gymnasium dress is not required of the children in the training school, except gymnasium shoes.

No piece of apparatus may be used without the permission of the instructor. All pieces of apparatus used in a lesson must be put away before the close of the period.

All gymnasium work is directly under the supervision of the

physical director. Students desiring to be excused from gymnasium work because of physical disability are required to furnish a doctor's certificate.

LITERARY SOCIETIES

Literary society work is compulsory on the part of every student. All literary work is supervised by members of the faculty who are chosen by the various societies for this work. Each student must make a definite number of society appearances each year and these appearances are divided among the several classes of literary production. For the current expense of the societies each student pays a small society fee. Each society is held responsible for the care of its hall.

EXPENSES

The expenses may be made very low. Board at the dining hall is \$5.00 per week, paid in advance. No reduction for meals is allowed for absences for a shorter time than five days. Residence expenses, including room, heat, light, use of laundry, bath tub and room furnishings are \$1.50 per week if paid in advance and if two students occupy one room. If the residence expenses are not paid in advance each month, or if the student occupies a room by himself, \$2.00 per month is charged in addition to the above rate. On account of unsettled prices the school authorities reserve the right to change the price of dormitory accommodations at any time.

No tuition is charged residents of Idaho. A registration fee of \$5.00 is required of all students, which is collected at the time of enrollment. Each student staying at a residence is required to pay \$1.00 fee for general residence expenses. This is taken out of the \$5.00 required of all students who stay in residences. Each student is required to furnish himself with a gymnasium suit, which will cost about \$5.00. No laboratory fees are required. The cost of books needed will average about

\$10.00 per year. For the economical student \$250.00 will cover all necessary expenses.

FURTHER INFORMATION

All who are interested should feel at perfect liberty to write for further information of any sort concerning the school and its work. Any letter addressed to the school will receive prompt and courteous attention. The school belongs to the people of the state of Idaho and those in charge of it are anxious to serve the state in every way possible.

VISITORS

The authorities of the school are pleased to have the citizens of the state at any time to visit the various departments of the school. Especially are superintendents and principals of schools and county superintendents of schools invited to come to Albion to visit the class-rooms of the institution and also the different rooms of the training school where children of the various grades are doing their regular work under the direction of the critic teachers, assisted by the students in training. It is believed such visits would tend to put us closer in touch with the problems of the public schools and also serve these officials greatly in their selection of suitable teachers for their schools.

ADVANCED STANDING

Students who previously to entering the Normal School have been in attendance at other higher institutions of learning, will be given advanced standing in the Normal School in so far as the work taken at the other educational institutions parallels or may be substituted for the work of the various courses of the Normal School.

The Normal School Life Diploma is not granted to any applicant for such unless at least one full year's work has been done in residence.

COURSES OF STUDY

Two distinct sets of courses are offered by the Albion State Normal School. These are known as Diploma Courses and Certificate Courses. The Diploma Courses are two years in length and are offered to students who wish to secure most thorough preparation for teaching. The Certificate Courses are designed for those students who, for financial or other weighty reasons, cannot spend the time in residence necessary to obtain a Life Diploma.

DIPLOMA COURSES

All Diploma Courses are two full school years in length and are open to graduates of accredited high schools or those having the equivalent of high school graduation. The Diplomas given are life certificates to teach in Idaho, and are indorsed, without examination of holder, by California, Washington, Oregon, and, in fact, by practically all states which maintain standard normal schools.

The Diploma Courses offered are the Ordinary Life Diploma Courses for teachers preparing for general teaching work, and Specialists' Life Diploma Courses in Primary Teaching, Rural Teaching, Manual Training, Household Economics, Music and Art.

GENERAL LIFE DIPLOMA COURSE

JUNIOR YEAR

GROUP I.

*First Quarter—**Hours*

Professional Arithmetic	5
Elementary Education	5
Idaho History and Geography.....	5
Teaching	5
Agriculture	3
Home Economics or Manual Training.....	2

<i>Second Quarter—</i>	<i>Hours</i>
Professional Geography	5
Hand Work	5
Library Science	2.5
Idaho Civics and School Law.....	2.5
Penmanship	2.5
Plays and Games.....	2.5
Agriculture	2
Home Economics or Manual Training.....	3
	25

<i>Third Quarter—</i>	<i>Hours</i>
School Management	5
Primary Methods	5
Rural Economics	5
Teaching	5
Agriculture	2
Home Economics or Manual Training.....	3
	25

<i>Fourth Quarter—</i>	<i>Hours</i>
Professional English	5
School Hygiene and Sanitation.....	5
Music Rudiments	2.5
Elements of Drawing.....	2.5
Elective	5
Agriculture	3
Home Economics or Manual Training.....	2
	25

GROUP II.

<i>First Quarter—</i>	<i>Hours</i>
Professional Geography	5
Handwork	5
Library Science	2.5
Idaho Civics and School Law.....	2.5

Penmanship	2.5
Plays and Games.....	2.5
Agriculture	3
Home Economics or Manual Training.....	2
	25

*Second Quarter—**Hours*

School Management	5
Primary Methods	5
Rural Economics	5
Teaching	5
Agriculture	2
Home Economics or Manual Training.....	3
	25

*Third Quarter—**Hours*

Professional English	5
School Hygiene and Sanitation.....	5
Music Rudiments	2.5
Elements of Drawing	2.5
Elective	5
Agriculture	2
Home Economics or Manual Training.....	3
	25

*Fourth Quarter—**Hours*

Professional Arithmetic	5
Elementary Education	5
Idaho History and Geography.....	5
Teaching	5
Agriculture	3
Home Economics or Manual Training.....	2
	25

GROUP III.

<i>First Quarter—</i>	<i>Hours</i>
School Management	5
Primary Methods	5
Rural Economics	5
Teaching	5
Agriculture	3
Home Economics or Manual Training.....	2
	25
<i>Second Quarter—</i>	<i>Hours</i>
Professional English	5
School Hygiene and Sanitation.....	5
Music Rudiments	2.5
Elements of Drawing.....	2.5
Elective	5
Agriculture	2
Home Economics or Manual Training.....	3
	25
<i>Third Quarter—</i>	<i>Hours</i>
Professional Arithmetic	5
Elementary Education	5
Idaho Geography and History.....	5
Teaching	5
Agriculture	2
Home Economics or Manual Training.....	3
	25
<i>Fourth Quarter—</i>	<i>Hours</i>
Professional Geography	5
Handwork	5
Library Science	2.5
Idaho Civics and School Law.....	2.5
Penmanship	2.5
Plays and Games.....	2.5

Agriculture	3
Home Economics or Manual Training.....	2
	25

GROUP IV.

<i>First Quarter—</i>	<i>Hours</i>
Professional English	5
School Hygiene and Sanitation.....	5
Music Rudiments	2.5
Elements of Drawing.....	2.5
Elective	5
Agriculture	3
Home Economics or Manual Training.....	2
	25

<i>Second Quarter—</i>	<i>Hours</i>
Professional Arithmetic	5
Elementary Education	5
Idaho Geography and History.....	5
Teaching	5
Agriculture	2
Home Economics or Manual Training.....	3
	25

<i>Third Quarter—</i>	<i>Hours</i>
Professional Geography	5
Handwork	5
Library Science	2.5
Idaho Civics and School Law.....	2.5
Penmanship	2.5
Plays and Games.....	2.5
School Hygiene and Sanitation.....	5
Agriculture	2
Home Economics or Manual Training.....	3
	25

<i>Fourth Quarter—</i>	<i>Hours</i>
School Management	5
Primary Methods	5
Rural Economics	5
Teaching	5
Agriculture	3
Home Economics or Manual Training.....	2
	25

SENIOR YEAR

GROUP I.

<i>First Quarter—</i>	<i>Hours</i>
Elective	5
History of Education.....	5
Sociology	5
Teaching	5
Elective	5
	25

<i>Second Quarter—</i>	<i>Hours</i>
Rural Sociology	5
Political Science	5
Teaching	5
Elective	5
Elective	5
	25

<i>Third Quarter—</i>	<i>Hours</i>
Teacher's Music	5
Principles of Teaching.....	5
School Administration	5
Elective	5
Elective	5
	25

<i>Fourth Quarter—</i>	<i>Hours</i>
Professional History	5
Teacher's Drawing	5
Educational Biology	5
Elective	5
Elective	5
	25

GROUP II.

<i>First Quarter—</i>	<i>Hours</i>
Teacher's Music	5
Principles of Teaching	5
School Administration	5
Elective	5
Elective	5
	25

<i>Second Quarter—</i>	<i>Hours</i>
Professional History	5
Teacher's Drawing	5
Educational Biology	5
Elective	5
Elective	5
	25

<i>Third Quarter—</i>	<i>Hours</i>
History of Education	5
Sociology	5
Teaching	5
Elective	5
Elective	5
	25

<i>Fourth Quarter—</i>	<i>Hours</i>
Rural Sociology	5
Political Science	5
Teaching	5
Elective	5
Elective	5
	25

ELECTIVES

Agriculture	Geography for Grammar
Arithmetic, Advanced	Grades
Art	Grammar
Botany, Advanced	History of Idaho
Chemistry, Agricultural	History, Advanced U. S.
Chemistry, Household	Manual Training, Profes-
History, Modern	sional
History, Professional	Manual Training, Advanced
Home Economics	Methods in Science
Literature, Advanced	Musical Appreciation
Literature of Democracy	Music, Elements of
Child Study	Musical History
Economics	Nature Study
Drama	Ortheopy and Spelling
Educational Measurements	Physics, Advanced
Education, Physical	Physics, Household
Education, Present Day	Piano
Education, Rural	Plays and Games
Education, Social	Political Science
Ethics	Primary Methods
French	Psychology, Advanced
Geology	Public Speaking
Geography, Commercial	School Administration
Geography, Modern	Sociology, Rural
Geography of Idaho and the	Story Telling
Northwest	Victorian Poets
Geography for Primary	Voice
Grades	And others

PRIMARY SPECIALIST LIFE DIPLOMA COURSE

JUNIOR YEAR

<i>First Quarter—</i>	<i>Hours</i>
Elementary Education	5
Library Science	2.5
Idaho Civics and School Law.....	2.5
Agriculture	3
Home Economics	2
Primary Methods	5
Plays and Games.....	2.5
Penmanship	2.5
	25
<i>Second Quarter—</i>	<i>Hours</i>
School Management	5
Professional Arithmetic	5
Agriculture	2
Home Economics	3
Primary Methods	5
Teaching	5
	25
<i>Third Quarter—</i>	<i>Hours</i>
School Hygiene and Sanitation.....	5
Music Rudiments	2.5
Elements of Drawing.....	2.5
Agriculture	2
Home Economics	3
Primary Methods	5
Teaching	5
	25
<i>Fourth Quarter—</i>	<i>Hours</i>
Professional English	5
Agriculture	3
Home Economics	2

Primary Methods	5
Idaho History and Geography.....	5
Elective	5

 25

SENIOR YEAR

<i>First Quarter—</i>	<i>Hours</i>
History of Education.....	5
Sociology	5
Nature Study and Primary Geography.....	5
Teaching	5
Elective	5

 25

<i>Second Quarter—</i>	<i>Hours</i>
Rural Sociology or Rural Economics.....	5
Political Science	5
Child Study	5
Teaching	5
Elective	5

 25

<i>Third Quarter—</i>	<i>Hours</i>
Teacher's Music	5
Principles of Teaching.....	5
School Administration	5
Elective	5
Elective	5

<i>Fourth Quarter—</i>	<i>Hours</i>
Professional History	5
Teacher's Drawing	5
Educational Biology	5
Elective	5
Elective	5

 25

MANUAL TRAINING SPECIALIST LIFE DIPLOMA COURSE

JUNIOR YEAR

<i>First Quarter—</i>	<i>Hours</i>
Benchwork	5
Elements of Mechanical Drawing	5
Electives	15
	25

<i>Second Quarter—</i>	<i>Hours</i>
Benchwork	5
Elements of Mechanical Drawing	5
Electives	15
	25

<i>Third Quarter—</i>	<i>Hours</i>
Wood Turning	5
Elements of Architectural Drawing	5
Handwork	5
Electives	10
	25

<i>Fourth Quarter—</i>	<i>Hours</i>
Professional Manual Training	5
Wood Finishing	5
Electives	15
	25

SENIOR YEAR

<i>First Quarter—</i>	<i>Hours</i>
Shop Sketching	5
Electives	20
	25

<i>Second Quarter—</i>		<i>Hours</i>
Machine Design		5
Electives		20
		25
<i>Third Quarter—</i>		<i>Hours</i>
Mill Work		5
Electives		20
		25
<i>Fourth Quarter—</i>		<i>Hours</i>
Brick and Concrete Construction.....		5
History and Development of Manual Training.....		5
Electives		15
		25

REQUIRED ELECTIVES

Pattern Making, Cabinet Work, Forging, Carpentry, Advanced Architectural Drafting. During the senior year, two quarters of practice teaching are required in the department.

Electives, other than the required ones stated above, may be selected from the subjects offered in the General Life Diploma Course. All electives must be sanctioned by the head of the department.

OTHER SPECIALISTS' LIFE DIPLOMA COURSES

Other specialists' courses may be taken in Rural Education, Agriculture, Home Economics and Art and Music. Just as in the two specialists' courses given above, these courses consist of the regular diploma course for the most part, with a wider range of electives, all taken upon the specific recommendation of the head of the special department and the president of the school.

Such courses must be elected at the beginning of the junior year and must be pursued throughout the junior and senior years. Students completing any one of these courses will re-

ceive a specialist's diploma, which is a life certificate to teach the subjects in which he or she has specialized. More complete information concerning the courses will be sent upon request.

CERTIFICATE COURSES

The Certificate Course is one school year of four quarters in length. The requirement for entrance to the certificate courses is graduation from an accredited high school or its equivalent.

The first grade certificate is issued for a period of three years and is not renewable. A probationary one-year certificate may be issued. Third grade normal and second grade normal school certificates are granted according to the methods of certification as explained. Certificates are good in any rural, graded, or junior high school in the state.

The course of study for the regular Junior year is required of all candidates for the first grade normal school certificate.

REGULATIONS CONCERNING TEACHERS' CERTIFICATES

Normal School Certification, as Adopted by the State Board of Education

The State Board of Education, at its meeting held in Boise during the third week in April, 1918, adopted a new plan for normal school certification, as follows:

"The normal schools of the State of Idaho may issue certificates and diplomas in accordance with the following regulations:

THIRD GRADE NORMAL SCHOOL CERTIFICATE

"A third grade certificate, good for one year and not renewable, may be issued by the normal school to a graduate of an accredited high school who shall have satisfactorily passed the examination required for a third grade certificate and shall

have obtained satisfactory standings in nine weeks' work in either one of the state normal schools.

SECOND GRADE NORMAL SCHOOL CERTIFICATE

"The holder of a third grade certificate, who has taught successfully upon it at least eighteen weeks, may obtain a second grade certificate after having obtained satisfactory standings on nine weeks' work in either of the state normal schools. This certificate is good for one year and is renewable once only by attendance for at least nine weeks and receiving passing grades at one of the state normal schools.

FIRST GRADE NORMAL SCHOOL CERTIFICATE

"A first grade normal school certificate, good for three years and not renewable, may be issued to the holder of a second grade normal school certificate who shall have obtained satisfactory standings on eighteen weeks' additional work in either of the state normal schools, or to the graduates of accredited high schools who shall have satisfactorily completed a one-year professional course for teachers.

FIRST GRADE NORMAL SCHOOL CERTIFICATE RENEWAL

"A Normal School Provisional Certificate, good for one year, may be issued to any holder of a First Grade Five-Year Normal School Certificate issued prior to April 1, 1918, when the applicant for same has, subsequent to the issuance of the first grade certificate, attended a state normal school for nine weeks and received credit therein. Likewise, a Normal School Provisional Certificate good for one year may be issued for each additional nine weeks' attendance until a full year's residence work has been accomplished.

NORMAL SCHOOL LIFE DIPLOMA

"Upon completion of the prescribed two-year course beyond high school graduation, a diploma, which is a life certificate in the State of Idaho, shall be issued by the respective

state normal schools. The holder of a first grade normal school certificate, who shall have satisfactorily completed a prescribed course of thirty-six weeks additional in the state normal school, shall be entitled to graduation with a normal school life diploma.

"To be valid, all the above certificates and diplomas must be signed by the President of the State Board of Education, the President of the Normal School issuing it, and be countersigned by the Commissioner of Education."

This offers to the high school graduate a most convenient method of improving their certification standing. As will be noted, the high school graduate, by taking his preliminary examinations before the summer term begins, and attending school nine weeks during the summer term, will receive his third grade normal school certificate, good for one year. By attending another nine weeks the following year he receives a second grade normal school certificate which may be renewed once, and by attending eighteen weeks more before the expiration of this certificate, he obtains a first grade normal school certificate. He may secure the normal school life diploma by thirty-six weeks more of normal school work.

This is a distinct step forward in certification, as it removes the necessity of the old grind in academic work which heretofore has been necessary in order to secure advanced certification. Hereafter, instead of taking the examination in American Literature and other subjects required for the second grade certificate, the holder of a third grade normal school certificate may obtain his second grade certificate by taking professional work, and in the same way, instead of having to pass the difficult academic subjects required for the first grade county certificate, the student may obtain his normal school first grade certificate by taking eighteen weeks more of professional work.. So apparent are the advantages of this new scheme of certification that it is expected that all third grade students will take advantage of it. While it is of great advantage to the student, it will undoubtedly prove of advantage to schools of the state, as it will bring a class of much better professionally trained teachers. School

boards will undoubtedly soon recognize the difference between the two classes of teachers, and will insist upon having teachers with the greater professional training.

COUNTY CERTIFICATION

Kind and Tenure of Certificate:

Third Grade—Valid for one year.

Second Grade—Valid for one year.

First Grade—Valid for three years.

Permanent First Grade.

The following description of the requirements for the various county certificates is taken from the school law:

THIRD GRADE CERTIFICATE

“Sec. 97. Every applicant for a third grade certificate shall be examined in such subjects as the State Board of Education may determine, including Idaho Civil Government and School Law and Elementary Manual and Course of Study; and in addition to passing such examination shall have attended a professional school for teachers for at least nine (9) weeks and shall have received in such school, passing grades in school management, and in the methods of teaching reading and language, arithmetic, history and geography; Provided, That persons who have had at least one year's work in a standard normal school in any other state may enter examination for a third grade certificate without the requirement of nine weeks' attendance at an Idaho professional school for teachers.

“It is further provided that after September 1st, 1922, no person may become an applicant for a third grade certificate who shall not have had one year's normal school work; and Provided further, That after September 1st, 1924, no person may teach in the elementary schools who has not had at least two years' normal school work; Provided, further, That this requirement shall not apply to any one who has taught at least

eighteen (18) months prior to September 1st, 1921. A third grade certificate is not renewable.

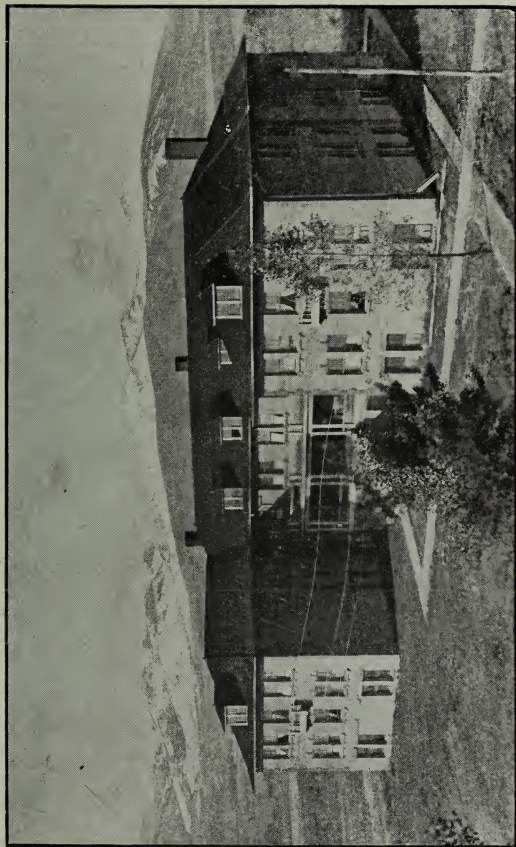
SECOND GRADE CERTIFICATE

"Sec. 99. An applicant to receive a second grade certificate shall have taught successfully in the public schools for at least seven months, and shall have passed a satisfactory examination in all the branches required for a third grade certificate, and in addition thereto, in such subjects as the State Board of Education may determine. The County Superintendent may transfer the standings of a third grade certificate in force to a second grade certificate if the holder of such third grade certificate has taught successfully for at least seven months, and has attended, since receiving such third grade certificate, a professional school for teachers for at least nine (9) weeks and received credits in at least two subjects of Normal School or University grade.

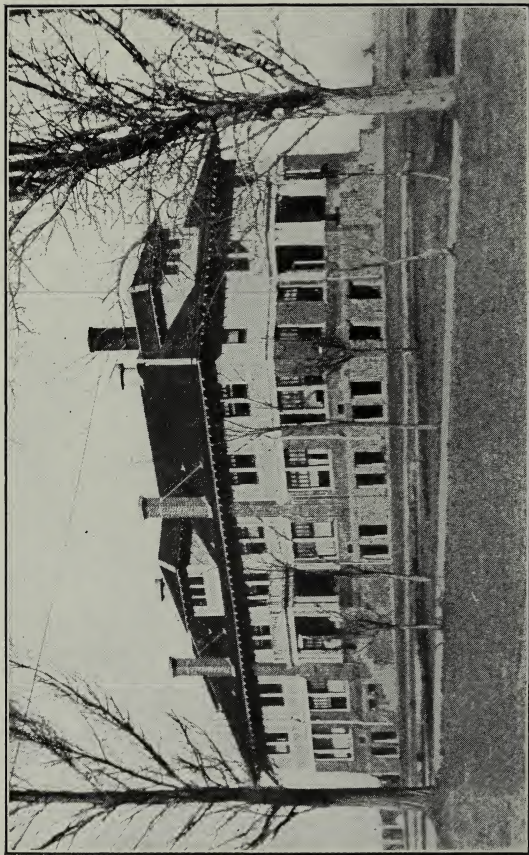
"Such second grade certificate may be renewed once without examination, provided the holder thereof has taught successfully for not less than seven months during the life of such certificate, and has attended a professional school for teachers for at least nine (9) weeks while holding such certificate, and received credits in at least two professional subjects, approved by the State Board of Education.

FIRST GRADE CERTIFICATE

"Sec. 100. An applicant to receive a first grade certificate shall have taught successfully for at least fourteen months in the public schools, and shall have passed a satisfactory examination in all the branches required for third and second grade certificates, and in addition thereto in such subjects as the State Board of Education may determine. The county superintendent may transfer the standings of a second grade certificate in force to a first grade certificate if the holder of such second grade certificate has taught a school successfully for at least seven months while holding such certificate, and has attended



Hansen Hall (Women's Residence)



New Hall (Women's Residence)

since receiving such second grade certificate a professional school for teachers for at least nine (9) weeks and received credits in at least four professional subjects approved by the State Board of Education. A first grade certificate is not renewable.

PERMANENT FIRST GRADE CERTIFICATE

"The holder of a first grade certificate, who has taught successfully for five years, two of which have been while holding such first grade certificate, may secure a permanent first grade certificate, valid in the elementary schools of the State, upon attendance at a professional school for teachers for at least nine (9) weeks, and the taking of an examination in such subjects as are prescribed by the State Board of Education."

WORK OF DEPARTMENTS OUTLINED

AGRICULTURE

The object of the work in agriculture is two-fold: First, to prepare teachers to teach agriculture in elementary and secondary schools; second, to arouse through practical exercises and experiments, the general interest in and enthusiasm for rural activities.

The school farm, poultry plant, garden and orchard furnish a natural laboratory for the demonstration and practice of agricultural principles. It is the purpose of the department to make the work both in the laboratory and in the field good demonstrations of agriculture.

The equipment of the poultry plant has been given especial attention and now consists of electric incubator and brooders and modern and up-to-date poultry houses and yards.

The laboratory is equipped with simple and necessary apparatus for the study of soils; with a Babcock milk tester and standard glassware for making butterfat tests; with seed testers, flats and window boxes for the study of plants indoors; and with pruning shears, propagating knives, lantern slides and

various materials for carrying on the work in general agriculture.

I. *Soils: "Natural strength lies very near the soil."*

Arid soils, soil moisture, drainage, tillage, irrigation, principles of dry farming and factors of soil fertility, soil bulletins, library references, soil charts, apparatus for laboratory and field exercises.

Text: "The Management of the Soil," by Jackson and Daugherty. Two hours.

II. *General Horticulture.*

Large and small fruits; propagation, pruning, cultural requirements, spraying, insect enemies and diseases. Fruit bulletin, library references and apparatus for laboratory and field work.

Text: "Productive Orchardng," by Sears. Two hours.

III. *Vegetable and Flower Gardening.*

Individual practical work in making plans, preparation and soil transplanting, seeding, irrigation and cultivation. Garden contests, exhibits, picnic.

Text: Garden bulletins, library references. Two hours.

IV. *Elementary Landscape Gardening.*

Principles of the natural style of gardening, gardeners' materials, trees, lawns, flowering shrubs, woody climbers, perennials, annual flowers and native flora, plans for the improvement of school and home grounds. Lantern slides, landscape views and library references.

Text: "Landscape Gardening," by Waugh. Two hours.

V. *Elements of Dairying and Milk Production.*

Importance of the dairy industry; factors, selection, improvements, management and feeding of dairy cattle; composi-

tion, care and handling of milk and cream. Dairy bulletins, dairy magazines, colored plates.

Text: "Dairy Farming," by Eckles and Warren. Five hours.

VI. *Poultry Production.*

Types and breeds of poultry; culling and improvement; housing, feeding, incubating and brooding. Individual practical work in the management of winter layers. Poultry egg laying contests between individual pens. Materials, poultry plant, charts, poultry bulletins, library references, colored plates and poultry magazines.

Two hours.

VII. *Farm Management.*

An elementary course in farm management. Farm bulletins, library references and charts.

Text: "Farm Management," by Boss. Two hours.

VIII. *Teachers' Agriculture.*

A course designed primarily for teachers. Five hours.

ART

It is not the purpose of the Art Department to train professional artists. Such advanced training is only to be obtained at a professional art school. But it is the aim to train teachers to direct the drawing of children in the schools, intelligently and sympathetically. It is intended to give each student at least some feeling for form and color which will enable him to become a more discriminating consumer of art products, whether the art product be wall paper, dress goods or pictures.

I. *Elements of Drawing.*

This course includes the working out of problems adapted especially to school room conditions, from grades I to VIII. Paper construction work, weaving, lettering, the designing of booklets, free-hand paper cutting, drawing in crayons and water

colors are all touched upon. Considerable attention is paid to the correlation of drawing with other school subjects, as history and geography.

Two and one-half hours.

II. *Teacher's Drawing.*

Professional Drawing is a strictly methods course, and deals with the various ways of presenting the problems outlined in Course I.

Five hours.

III. *History of Painting.*

This course covers the historical development of painting from 4000 B. C. up to the present time. It is designed for those art students who wish to become more intelligent regarding art history, and for those who wish a general knowledge of the development of art.

Two hours for two quarters.

IV. *Art Elective.*

Art Elective is offered to meet the need of those who desire more advanced work than work given in the foregoing classes. Opportunity is given to study from cast, life, still-life, and the beautiful landscape of the Albion Valley. Charcoal, water colors and oils are the mediums used.

Five hours.

DOMESTIC SCIENCE

The courses in Domestic Science are planned to serve a two-fold purpose: One to acquaint the students with the fundamental principles of cooking and sewing; the other to prepare them to teach these subjects in the grades. The courses include science, applied science and practice, so that the student who completes these courses gains not only a theoretical knowledge of the principles underlying the household arts, but considerable experience in applying these principles. Well equipped labora-

tories give splendid opportunities for practical work in cooking, serving and sewing.

I. *Cooking.*

An introduction to the study of food and its use in the body; the cost of food and formulation of a table of weights and measures; water, its use in the body and its use in cooking processes; the boiling and freezing points of water, applied to the preparation of tea, coffee and frozen mixtures; different methods of conveying heat to food. This course will include the preparation of simple dishes with regard to the principles of cookery involved; fruit and its composition, introducing the subject of mineral salts, organic acids and sugar; canning and preserving of fruit and jelly making; a study of vegetables and classification of carbohydrates; fats and their use in cookery; milk cookery, including pasteurization and sterilization, introducing the study of proteins; cheese and eggs as typical protein foods. Meat cookery, cereals, doughs and batters are studied with emphasis on ways of conserving wheat, fats and sugar.

Some of the problems of teaching cooking will be taken up with practice in the training school. The hot lunch, which is served in the newly equipped laboratory of the training school, offers opportunity for experience in planning, preparing and serving the hot lunch supplement, which is so needful to the child who brings a cold lunch. Recitations and laboratory practice.

One hour for four quarters.

II. *Sewing.*

This course provides extensive practice in hand and machine sewing, drafting, cutting, and making of various garments which will include the use of both plain and ornamental stitches. The study of materials and their values; an outline and practice teaching will be given for those who wish to teach the subject.

One hour for four quarters.

III. *Advanced Cooking.*

This course elaborates the principles taught in Course I, and introduces more advanced work and practice in the preparation and serving of meals. Special attention will be given to planning of menus with regard to cost, food value and attractiveness, invalid cookery and special diets. In the spring term the general care of the house will be studied, considering especially cleaning and furnishing. Discussion, recitation and laboratory practice.

Five hours for two quarters.

IV. *Advanced Sewing.*

Elementary stitches of hand and machine sewing are reviewed and elaborated. Advanced work will be given in drafting, cutting and making of garments. The study of textiles, costume design, color, and the selection of clothing is given.

Five hours for two quarters.

EDUCATION

I. *School Management.*

The problems of school management are taken up and discussed thoroughly. Bagley's Classroom Management is used as a basis for discussions, but a considerable portion of the work is given by means of lectures. The object of the course is to give the student a knowledge of the underlying principles of school management. Reference reading required.

Five hours.

II. *Educational Psychology.*

This course aims to give a knowledge of the fundamental facts of consciousness, and to show the relation of psychology to actual schoolroom practice. Experimentation is carried on as far as means will permit. Observations are made and results tabulated. Considerable reference reading is required.

Text: Angell. Five hours.

III. *Child Study.*

The child study is based on the natural physical and mental development of the child and in every way considers the application to practical teaching and to life.

Observation of games and free play is given special time in order to consider natural tendencies, individual differences, instincts and capacities, appreciation, originality, constructiveness, co-operation and various other egoistic and social responses.

Examination to consider physical defects with their reaction on the mental and moral life, their remedies and their prevention, will be given.

Five hours.

IV. *Principles of Teaching.*

This course is made to include all those fundamental principles that characterize in a general way modern educational practice. Problems that involve technique of instruction are carefully studied and a thorough understanding reached.

The course calls for considerable reference reading from recognized authorities. The training school is frequently visited to observe and study the points suggested in this course.

Text: Thorndike's "Principles of Teaching." Five hours.

V. *Primary Methods.*

The purpose of this course is to lead the student to a practical application of the educational principles of teaching in the primary grades. It includes a study of the current methods of teaching reading and phonetics, writing, numbers, music, games and rhythms, together with a study of the methods and materials used in teaching history, literature and handiwork. This course is supplemented by daily observation and teaching in the training school.

Five hours for four quarters.

VI. *Elementary Education.*

In this course the applications of the principles of psychology to teaching are very carefully and thoroughly studied. Summaries on the mental processes are worked out in detail and their relation to the general nature of teaching procedure carefully made. Reference readings, observations, reports and experimentation are a part of this course. Much use is made of the *Journal of Psychology*.

Five hours.

VII. *Teaching.*

A training school is to a normal school like a workshop which offers opportunity for the practical demonstration of all the theoretical problems of the professional school. The aim of the training school is to give careful and extensive training in the art of teaching. Before being allowed to do any of the practical work, however, normal students are required to have completed the theoretical branches, general and special methods. Each student is then expected to assume entire control in the management and teaching for fifty minutes a day during a period of thirty-six weeks. This experience will cover work in primary, intermediate and grammar grades, although students may have the privilege of fitting themselves for any particular grade or branch of study, if they so desire. All practice is carefully supervised by critic teachers, and students prepare plans for their teaching a week in advance, in order that they may be discussed fully, and, if necessary, revised. The lessons given are observed by the critic teachers, who make individual criticisms and suggestions. The critic teachers give illustrative lessons at specified times for the benefit of the individual students and for the observation of various classes in special methods. Once a week the supervisor and the critic teachers of the training department meet the student teachers for discussion of child study and the general management of classes and various topics relating to the successful conduct of the school. Certain students are regularly appointed to supervise the children at noons and

recesses, and to conduct study periods for backward pupils. There is a life diploma course offered to those who wish to specialize along the lines of primary work.

The training school has given breadth and richness to its curriculum by adding manual training, domestic science and agriculture. The end set up is a social and ethical one. Unlike a city training school located in the midst of complicated conditions, Albion enters very closely into the community life at hand. In fact, Albion is attempting to combine the advantages of the new education with those of the old—the new with its emphasis on the community interest or social service, and the old with its stress on intellectual attainment.

Five hours for four quarters.

VIII. *School Administration.*

The object of this course is to open up to future principals, superintendents and supervisors a study of the problems of public education in the United States, with particular reference to the special problems which have to be met by school administrators in the Northwest, and especially in Idaho. The text used is Dutton and Snedden's "Administration of Public Education in the United States."

Five hours.

IX. *History of Education.*

The purpose of this course is to trace the development of present-day theories concerning education. No more attention is given to the education of ancient and medieval times than is necessary to get a basis for modern education. Particular emphasis is placed on present-day problems. Students are required to do extensive reading.

Text: Graves' "A Student's History of Education." Five hours.

X. *Rural Education.*

This course deals with the problems of the American rural school. A study is made of the changes through which our

national life passed and the consequent changes needed in our rural schools. The new emphasis now being placed upon the efficient rural school is studied as to curriculum, equipment and management. Type schools are studied and visitation is made to a number of rural schools for observational purposes.

Five hours.

XI. *Modern Education.*

This course will take up the development of education from the time of the Renaissance. The changing concept in the theory and practicability of education is the dominant thought. The work requires reading and reporting from many different books and writings. The aim is to acquaint the student with what is considered the best ideas of our modern educators and teachers. The nature of the course is such that no regular text will be followed.

Five hours.

XII. *Educational Measurements.*

This course takes up a study of the work of various investigators who have attempted to establish scales of measurements for the different subjects of the curriculum. A number of these texts are used in class and demonstrations are made with children in the training school of the use of standards in measuring the ability of school children.

Five hours.

XIII. *Educational Sociology.*

The purpose of this course is to acquaint the student with the leading social problems of the present day, and to discuss the proposed solution of the leading authorities. The course will require much reference reading. Topics will be assigned for reports in class.

Five hours.

XIV. *Present Day Education.*

This course will take up a study of present day problems in education in their development under reconstruction. A study

will be made of both urban and rural problems of the present time. The attempts at a solution by federal and state legislation will be considered.

Five hours.

ENGLISH

I and II. *Drama.*

A study is made of the drama from its earliest history to the present time. Special stress is given to the study of Shakespeare's plays and to the plays of modern times.

Five hours for two quarters.

III. *Essays.*

A study is made of the types in English and American essays, Macaulay, Addison, Carlyle, Ruskin, Lamb, Matthew Arnold, Emerson, Thoreau and Wilson will be taken up for study.

Five hours.

IV. *Orthography and Ortheopy.*

All students who are deficient in this work are required to take the course in orthography and ortheopy. The course consists of drills in phonics, diacritical marks, correct pronunciation of words, definitions and analysis of words and spelling.

Two hours.

V. *Elementary Composition.*

For the benefit of students who wish to work in composition preparatory for the second grade examinations in that subject, a course is offered during the summer term. Daily themes, written or oral, are required, the technical side of composition is studied, and the method of presentation is given careful attention.

Five hours.

VI. *Advanced Composition.*

This course is designed for the benefit of those wishing to take the state examinations in the subject. Careful analysis of

literary types is made, the art side of writing is discussed, and application is made of literary principles to the theme work that is assigned.

Five hours.

VII. *English Literature.*

A course is offered in English literature, planned for the students who are preparing to take the state examination. It consists of an intensive, rapid review of the history of English literature, with illustrative readings from the chief authors. Only those who have a considerable knowledge of the subject will find the course within their ability.

Five hours.

VIII. *American Literature.*

This course is designed for the students who wish to take the state examination. It is an intensive, rapid review of American authors and their works. Only those who have considerable knowledge of the subject are advised to elect this course.

Five hours.

IX. *Professional English.*

The course in professional English designs to give a comprehensive view of the whole field of English work in the grades and high school. Model lesson plans for the grades are given, and students are given the opportunity of observing the actual work in all the grades. Stories from the classics are dramatized. Short themes upon professional and current topics are written once a week. The text used is Chubb's "Teaching of English."

Five hours.

X. *Story-Telling and Dramatization.*

This course includes the study of the origin of some of our stories; how to tell stories; what stories to tell, and practice in telling stories.

Two hours.

XI. *Grammar.*

An advanced course in Grammar will be offered the last term of the Senior year. The work will be a rapid review of the less difficult parts of grammar with special stress put upon the more difficult problems that come up in the teaching of this subject. Use of the training school will be an aid brought to illustrate points in presentation of the subject.

Five hours.

VII. *Public Speaking.*

The course aims to develop the power of expression through the psychological laws. Effort is made to induce right mental states, thereby doing away with the old mechanical devices for securing good articulation and enunciation. Attention is paid to voice training.

Three hours.

XIII. *The Victorian Poets.*

The major poets of this era will be studied from the interpretative and historical standpoints, with special stress upon Browning and Tennyson.

Five hours.

ETHICS

I. *Ethics.*

The main object of this course is to help the art of right living. It touches the significance of conscience, the problem of evil, the supposed antagonism between freedom and necessity. An effort is made to treat such questions from the standpoint of consciousness.

FRENCH

I. *Elementary French.*

During the first year the work comprises: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs,

the plurals of nouns, the inflection of adjective participles, and pronouns, the use of personal pronouns, common adverbs, prepositions and conjunctions, the order of words in the sentence, and the elementary rules of syntax. The work in grammar is based on Fraser & Squair's "Shorter French Course."

Five hours for four quarters.

II. *Second-Year French.*

The second year's work comprises: (1) Practice in translating into French easy narrations based upon the texts read; (2) abstracts, sentences, oral and sometimes written, of portions of the text already read; (3) writing French from dictation; (4) continued drill upon the rudiments of grammar; (5) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Daudet's "La Belle Nivernaise" and other stories; Mairat La Tache du Petit Pierre, Halevy's L'Abbe Constantin, and Merimee's Colomba are read during this year.

Five hours for four quarters.

HISTORY AND POLITICAL SCIENCE

Throughout the course in history effort is made to secure an accurate, unprejudiced and sympathetic view of events and personages; to secure a definite knowledge of the growth of ideas and institutions. The primary object is not to teach isolated dates and events, but to impress truths. The course not only forms a background for all literature, but aims to give an understanding of conditions political, social, religious, by which we are surrounded.

This department has the Kiepert wall maps and an excellent historical library. Opportunity is given for study of biography. Map work and reference work on assigned topics is required in all the courses.

I. *Europe to 1648.*

A study of Oriental nations; Greece, Rome; the break-up of the Roman Empire; Charlemagne's Empire; Feudalism;

the Church. The Renaissance and Reformation are periods considered in this course. This course is designed to be a basis for intensive study in the periods covered.

Text: Webster's "Early European History." Five hours.

II. *Modern European History, 1648 to 1915.*

The topics emphasized will be English constitutional government, rise of Russia and Prussia, expansion of Europe, the French Revolution, Congress of Vienna, and unification of Italy and Germany. This course is planned to serve as a background for the understanding of European problems.

Text: Knowlton & Hawe's "Essentials in Modern European History." Five hours.

III. *History of the United States.*

The organization of the United States growing out of Europe and the colonies; political, territorial and industrial development; the relation of the United States to other countries, will be large topics considered. A special effort will be made to understand America and what the United States stands for today.

Text: Fite's "History of the United States." Five hours.

IV. *Elementary Civics.*

Some time is given in the course in civics to the study and discussion of theories, but the main object is to have the students acquire accurate knowledge of the growth and practical workings of local, state and national governments, political parties, etc.

Text: Ashley's "New Civics." Five hours.

V. *Idaho Civics.*

A special course in state history and civics for teachers.
One hour.

VI. *History of Idaho.*

The settlement of the West; the relation of Idaho to the great movements in the United States; the periods of Idaho

history; her people, industries, economic development and social life are some of the topics studied in this course.

VII. *Europe Since 1915.*

This course is given as a background for the understanding of present European conditions.

Five hours.

VIII. *Professional History.*

Principles and practical methods of teaching history in the elementary grades are discussed. Direction for organization of work and use of materials will be given.

Text: Johnson's "Teaching of History in Elementary Schools." Five hours.

IX. *Political Science.*

This course is offered for those students who have had courses in American History and civics and who desire more advanced study in government. It is sufficiently extensive to give the student a thorough knowledge of the principles of our government and a sufficient historical discussion to establish the reasons for those principles. Considerable supplementary reading is required.

Text: Young's "The New American Government and Its Work." Five hours.

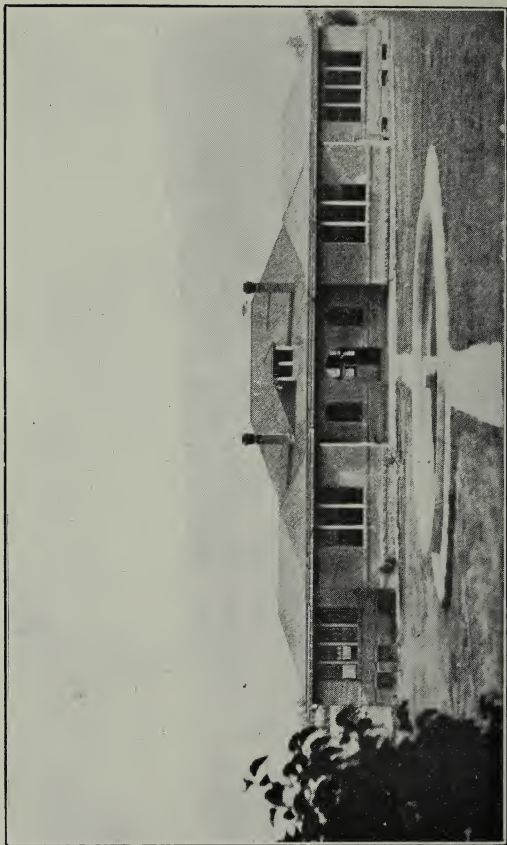
LIBRARY

I. *Library Science.*

A course in library economy is offered during the junior year. The following subjects are treated: Use of library and resources, care and management, classification, cataloging, shelf-list and accession record, book selection, children's literature. The object is not to make trained librarians, but to give such instruction to those taking the work as will enable them to use the library intelligently. Practical problems involving the use



Miller Hall (Men's Residence)



Training School

of reference books and public documents in the library are given, and reports on same required.

Fall and summer terms. Two hours.

LOGIC

I. *Logic.*

This course is offered to seniors and the more advanced students in psychology. The aim of the course will be both practical and theoretical.

J. C. Mills says of Logic: "I am persuaded that nothing in modern education tends so much, when properly used, to form exact thinkers, who attach a precise meaning to words and propositions and are not imposed upon by vague, loose or ambitious terms."

The course comprises the body of approved logical doctrine, so that in a limited time a student may acquire a rounded knowledge of the fundamental forms of thought, be profited by excellent discipline of the study and prepared for the pursuit of the more advanced mental science.

Five hours.

MANUAL TRAINING

The number of schools in which manual training is being given a place is rapidly increasing throughout this section of the state. A more general recognition of the contribution of industrial subjects to a complete and rounded education increases the demand for teachers who are able to conduct such work. In meeting this demand it is the purpose of the department to prepare special teachers in the various industrial subjects as applicable to the public schools of the state, and to equip the ordinary teacher with a knowledge and appreciation of handwork in the school so that he may intelligently co-operate with the supervising specialist, or, if opportunity exists, himself make a beginning in connection with his other school work.

The equipment and resources of the department afford excellent facilities for the training of special teachers in the manual

arts. Special emphasis is placed upon those forms of manual training that are practicable under ordinary school conditions in this section with reasonable expenditures for equipment and materials.

All tools and materials are furnished by the department and all exercises, problems, or other articles upon which credit is given are the property of the department and may be obtained by the student only upon permission from the director and payment of cost of material.

I. *Benchwork.*

This course is designed for teachers of woodwork in the elementary schools. It deals with such topics as equipment, materials, care and use of wood-working tools, the kinds of work to be given in the different grades, etc. A group of problems is worked out and a study of materials used in their construction.

Five hours for two quarters.

II. *Elements of Mechanical Drawing.*

This course consists in the making of drawings to enable the student to acquire proficiency in the use of instruments. Problems presented include geometrical drawing, simple working drawings, lettering, development of surface, isometric and projections.

Five hours for two quarters.

III. *Wood Turning.*

The aim of this course is to give the student a knowledge of the wood-working lathe, its care and use. A series of exercises are made in soft wood, bringing in spindle turning of cylinders, cones, grooves, beads and reverse curves. This is followed by face-plate work. Hard-wood application of exercises as chisel handles, vise handles, mallets and larger problems is made.

Spiral turning is also introduced. Special attention is given to the drawings used in ordinary wood turning.

Five hours.

IV. *Architectural Drafting.*

This course consists of the drawing of simple architectural details. Problems are given in lettering, molding design, cornice, window, door and frame construction. A simple cottage is designed and all the drawings and details are executed and traced. Modern methods are used and interior and exterior designs are studied as the work progresses.

Five hours.

V. *Elementary Manual Training—Handwork.*

A study of materials and phases of work applicable to the various grades of the elementary school is made. Practical work is given in paper cutting and folding, cardboard work, basketry, weaving, chair caning, coping-saw work and modeling.

Five hours.

VI. *Professional Manual Training.*

This is a study of the organization and supervising of Manual Training. Outlines, schedules, equipment and courses are taken up and discussed. Methods in presenting the subjects taught are brought out as used in the up-to-date schools.

Five hours.

VII. *Wood Finishing.*

The work in this course consists of the making of a series of panels of different woods and finishing in different ways, sandpapering, scraping, filling, staining, care of brushes and materials, mixing of water and spirit stains, methods of filling hard and soft woods, use of wax, rubbing with sandpaper, pumice stone, steel wood and polishing.

Five hours.

VIII. *Shop Sketching.*

This is a course in free-hand drawing of shop machinery, and enables the student to make a quick sketch of the object to

be drawn. Every teacher should be able to sketch intelligently.

Five hours.

IX. *Machine Design.*

This work follows Elementary Mechanical Drawing and consists of taking some mechanical object and working out a correct drawing, the student taking all measurements from the object he is drawing.

Five hours.

X. *Mill Work.*

This course is for the purpose of giving instruction in the care and use of woodworking machinery, cutting out stock, mortising, tenoning and the making of such work as the school may require, as tables, lockers, benches, etc. Such work is done as required in the upkeep of tools and machinery, saw filing, sharpening of knives, belt lacing, and cementing.

Five hours.

XI. *Bricklaying and Concrete Construction.*

The purpose of this course is to give the student an insight into one of the building trades. Lectures are given often enough to add interest and meaning to the practical work. The shop work consists of the mixing of mortar, the laying up of walls of different thicknesses, using the proper bonds, chimneys, arches, fireplaces, hollow and veneered walls, estimating costs, etc.

Five hours.

XII. *History and Development of Manual Training.*

A study of (a) the growth of the manual training movement, (b) the adjustment of the school to the changing social needs, (c) the present social, economic and industrial conditions in order to ascertain the forms of industrial education that are required, (d) the comparison of manual training high school, vocational, trade and continuation schools.

Five hours.

XIII. *Pattern Making.*

In this course the student makes a series of problems embracing the fundamentals of the work as employed by the pattern maker. Topics emphasized include woods best suited for various work; glue, varnish, shellac, dowels, draft, shrinkage and finish. Patterns of hollow castings and building up of segment work are made.

Five hours.

XIV. *Cabinet Work.*

This course is planned to cover the advanced phases of cabinet work. Development of skill in the handling of tools and materials combined with a study of the related teaching problems is the general aim of the course. The student will select and design a project and work it out under the advice of the instructor. Paneling, dove-tailing, key-joining and grooving are also taken up.

Five hours.

XV. *Forging.*

This course is intended to give the fundamental principles of forging. Things treated in this course are the following: Building and care of fire; proper handling of tools; the working out of a set of problems involving drawing, upsetting, welding, twisting, punching, etc. A course in tool making follows the elementary work as soon as the student has mastered the work in iron.

Five hours.

XVI. *Carpentry.*

This course is planned to give the prospective teacher a chance to get acquainted with the methods of laying out and constructing frame buildings, and follows the course in Architectural Drawing. The uses of the framing square are taken up, laying out and cutting rafters, stair building, porch construction, etc.

Five hours.

XVII. *Advanced Architectural Drawing.*

This course consists of the planning of a modern house or bungalow. The work is carefully planned and estimations of cost of construction are made. Everything is taken into consideration from the selection of the site to the finished building.

Five hours.

MATHEMATICS

I. *Professional Arithmetic.*

This course is designed to instruct prospective teachers in the theories, methods and devices that have been developed and used in teaching arithmetic during the last decade. In this course the student will have an opportunity to observe experienced teachers present certain topics in the several classes of the Training School and later he will participate in discussing the completed recitation with the teacher and the other members of the class. Carefully selected pedagogical readings are assigned to each student and to the class as a whole.

Texts: Smith's "The Teaching of Arithmetic," or Brown & Coffman's "How to Teach Arithmetic." Five hours.

II. *Algebra.*

A course covering the general field of advanced algebra.

Five hours.

III. *Advanced Arithmetic.*

This course is a continuation of general arithmetic, involving the general arithmetical processes together with more advanced topics, and more difficult principles and exercises.

Five hours.

MUSIC

The Department of Music offers instruction in piano, voice, harmony and public school music. Studios are provided, and eight pianos are available for daily practice. Credit is given for work in music. Hitherto it has been on the basis of two

hours for one lesson per week and four hours for two lessons. Plans are under consideration for the formation of classes in piano and voice, receiving full credit as in other subjects.

Piano

Both private and class instruction is offered in piano. The class plan is strongly recommended, since it makes it possible for the student to receive a much greater amount of instruction than in private lessons, yet at no increase of cost.

In the classes attention will be centered throughout upon compositions of genuine musical value, which will be studied from all points of view necessary to make the student capable of understanding and performing these works. The material will be selected to suit the proficiency of pupils of various degrees of advancement. In the lower grades attention will of necessity be given largely to the elements of music as applied to piano playing, including rhythm, notation, keyboard, scales, intervals, chords and keys. All pieces will be analyzed as to harmonic and thematic structure, while the poetic content and the manner of treatment necessary to make this apparent to the listener will receive full consideration. Technical exercises bearing upon the immediate problems in hand will be used, so that the understanding of music and skill in performance may be developed simultaneously.

In private lessons the pupil's individual needs will wholly determine the method of instruction.

Children's classes will be formed in which the most approved primary methods will be followed.

A special course for teachers of piano is offered, including the principles of education as applied to music, the psychology of music study, the outline of a sound method, and a critical survey of teaching material. The children's classes give abundant opportunity for observation and practice teaching under supervision.

Special instruction in harmony and composition will be provided for those who desire it.

A course in musical appreciation is offered, open to students already acquainted with the elements of music who do not

wish to engage in regular piano practice. It will deal with the features of music which appeal directly to the ear and will develop the power of intelligent listening.

Voice

Both private and class instruction is offered in voice. There are peculiar advantages involved in the class plan in this subject, inasmuch as in the early stages the vocal student needs to spend as much time as possible in the presence of the teacher, while the association of pupils in classes affords a valuable stimulus to each individual besides promoting the understanding of the principles governing voice development.

The vocal method in use rests upon proper breath control as a foundation, while voice placing, enunciation, posture, sol-feggio, etc., receive due attention. In the vocal classes careful study will be made of the musical structure and the text of all songs taken up. Songs and exercises in two and three parts will be used to develop accurate intonation and independence in singing. A liberal use is made of songs in Italian on account of the favorable effect which the language exercises on the development of tone quality. Classic and modern songs are studied, also selections from oratoric and opera when warranted by the advancement of the pupil.

Recitals

A public recital will be given at least once each term. Both piano and voice students will also have opportunities of appearing at the general assemblies of the school.

Tuition

Tuition in each department is charged as follows:

One-half hour lesson per week, one quarter.....	\$ 9.00
Two half-hour lessons per week, one quarter.....	17.00
Piano, for practice, one hour daily, for one term.....	1.50

Musical Organizations

(See Student Activities.)

PUBLIC SCHOOL MUSIC

A comprehensive and practical course for teachers and supervisors of music is given.

I. Music Rudiments.

The elements of theory, ear-training and sight reading in two and three parts are covered thoroughly. The prerequisite for entering this course is a good understanding of the elements of music.

Two and one-half hours.

II. Teacher's Music.

A study of methods of presenting music in primary and upper grades, the care and development of children's voices, and examination of songs and technical material to be used. Class demonstrations.

Five hours.

III. Harmony.

The fundamental principles of the theory of music are embodied in the study of harmony, which treats of the different intervals and chords in their natural relations and combinations. The subdivisions of the subject are as follows: Scales, intervals, triads, sixes, seventh and ninth chords, with their inversions; cadences, modulations, harmonizing of melodies and chord connection continued through their more complex forms. Much ear-training, tone thinking and keyboard work is required.

Two hours for four quarters.

IV. Musical History.

Lectures, required readings and reports on history of music from primitive times through the classical period. A study of the romantic, later nineteenth century and American music. Much illustrative material will be used.

Two hours for four quarters.

V. *Musical Appreciation.*

Students are afforded opportunities for becoming familiar with standard and classic compositions, to develop a love for good music and to enable them to listen discriminately.

One hour.

PHYSICAL EDUCATION

The objects of the department are: (1) To relieve as far as possible the strain brought upon the nervous system by the complexity of modern life, and thereby maintain a healthy, vigorous body as the foundation for mental power and efficiency; (2) to prepare students to carry on intelligently the work of physical education in the grades.

I. *Gymnasium Work.*

Two periods of regular gymnasium work throughout the year are required of all students. During the early fall and late spring the work is carried on out-of-doors, and consists of setting-up exercises and practice in team games, such as tennis, batball, volley ball, captain ball and baseball. During the winter term the work consists of floor gymnastics based on the Swedish system; light apparatus work; folk dancing and games.

Two hours for four quarters.

II. *Plays and Games.*

This course consists of: (1) Classroom work, taking up the nature and function of play, the requirements for a good play leader, and the grading of games to suit the different age periods; (2) playing and conducting games.

Two and one-half hours.

III. *Theory of Physical Education.*

This course consists of a study of the growth, development and needs of the child at the different age periods. The study of correct and incorrect types of posture. The application of different forms of exercise to the age periods.

Five hours.

IV. *Aesthetic Dancing.*

The object of this course is to train the co-ordination of the finer motor adjustments and develop ease and grace of motion.

Two and one-half hours.

V. *Basketball.* One hour.

SCIENCE

The entire third floor of the Administration Building is given over to the biological and earth sciences. The chemistry laboratory is on the first floor.

The biological laboratory is a large, well-lighted room furnished with biology tables seating four each. Excellent blackboards give ample opportunity for directions, drawings, etc. Built-in cabinets give an abundance of room for storage purposes. The laboratory is well equipped with fifteen Bausch & Lomb compound microscopes of a late pattern, a number of dissecting microscopes, aquaria, glassware, permanent slides, preserved illustrative materials, etc.

For work in the earth sciences the department has a large, well equipped laboratory. Here again wall cabinets furnish proper storage facilities for the large amount of material necessary for proper teaching. The department is furnished with fifteen duplicate sets of apparatus for a complete laboratory course, complete sets of political and physical maps in cases, a set of large blackboard maps, a large suspension globe, smaller globes, slate globes, maximum and minimum thermometers, hygrometers, heliometers, mineral collections, fossil collections, industrial collections, etc. The department also possesses the Keystone set of six hundred stereographs, sixteen stereoscopes, and six hundred lantern slides. At present the lantern slide equipment in geography consists of about twelve hundred slides, illustrating local, state and national and foreign geography. The department has a large post card collection illustrating the various phases of geography in the more important areas of the globe.

The laboratories for both physics and chemistry are both fully equipped for thorough work in both subjects. Apparatus

in both laboratories has been purchased with the idea of doing extensive practical work rather than intensive experimentation along a few lines. This gives a duplicate set of apparatus so that each student can individually do the the experimental work.

I. Modern Geography.

The work begins with the study of the earth as a planet and its relation to other heavenly bodies. The other subjects taken up come under the following heads: The atmosphere, the ocean, land forms, common rocks and minerals, distribution of life on the globe. Special stress is laid on the physiography of the United States. The country surrounding Albion furnishes the student an excellent field of labor for the structural and dynamic divisions of this subject.

The object throughout the course is to study the physical and climatic conditions of the earth as the main controls in determining the life responses of the globe.

Text: Salisbury, Barrows & Tower's *Modern Geography*.
Five hours.

II. Commercial Geography.

The course first takes up a study of the natural conditions favoring commercial development and how man has and is overcoming the obstacles to such development. This is followed by a detailed study of all the articles of great commercial importance. Fullest treatment is given to the commerce of the United States. The main idea of the course is to furnish a good working basis for the work in those grades where the industrial element of geography is centered.

Five hours.

III. Professional Geography.

The matter falls under the following heads: (1) Nature and scope of the study of geography; (2) its place in the course of the elementary schools; (3) different methods of teaching the subject; (4) method, apparatus, and devices needed in

certain phases of the subject, such as map modeling, blackboard illustration, etc.; (5) a detailed outline of a course in the subject suitable for elementary schools. Each student is required to observe the teaching of geography in all the grades of the training school, and hand in for correction and class discussion lesson plans for the various grades visited. Special stress is placed on the teaching of home geography, and in this connection the class does the necessary amount of field work, visits local industries, local trade centers, etc.

Text: State text, Sutherland's "The Teaching of Geography." Five hours.

IV. *Geography of Idaho and Northwest.*

This course has for its function the intensive study, as far as time permits, of the northwest, with special attention to our own state. The result of teachers' examinations have shown the woeful ignorance of Idaho teachers with respect to Idaho geography. As Idaho cannot be studied unrelated to the surrounding states, a general study is also made of all the northwest, and Idaho being new, comparatively speaking, the course exemplifies vividly the natural controls. The course first makes a strong study of the climate and physiography of the region in order to give a firm basis for the study later on of the organic responses. Comparative study of the various industries of past years with those of the present is made to show the rapid advancement being made and the great possibilities of the future. The industries are also studied in their present and probable future relation to the same industries in other parts of the nation and earth. Several maps are made which will be of special use to teachers in the schools of Idaho.

Five hours.

V. *Geography for Primary Grades.*

The course aims to teach two things: First, the necessity of acquainting the child, in an elementary way, with his home environment, thus laying a proper foundation for future geography

work; second, the necessity and manner of acquainting the child with the distant world through the channels which appeal strongest to children of primary school age. In the study of distant peoples and lands most of the time is confined to the more important type studies. The work in home geography is based on the various field excursions taken by the class. A strong feature of the course is the work in representation such as paper cutting, clay modeling, blackboard illustration, picture interpretation, etc. Students are given practice in the construction and telling of geography stories. Observation of and reports on the geography work in the primary room of the training school is required of all students taking the course.

Five hours.

VI. *Geography for Grammar Grades.*

This is a course designed to bring out by actual work as far as possible the principles and methods governing the work in geography in the upper grades of the elementary school. Stress is laid on the study of the subject by the project and problem method. A study of a portion of the United States and some of the foreign countries is made by this method. The local environment of the school is studied in order to give training in the deductive process of interpretation of distant lands through the principles found governing the life responses in the home environment. The student is required to do a large amount of original work.

Five hours.

VII. *Civic and School Hygiene.*

The three-fold purpose of this course is as follows: (a) To give the student a knowledge of the general principles of hygiene and sanitation; (b) to instill in the minds of the prospective teachers the idea that the sanitation of the nation in the future depends to a great extent on the influences brought about by them in their teaching work; (c) to work out with the students taking the course different methods by which the

principles of hygiene and sanitation are applied in the public schools.

The first part of the course is devoted to personal hygiene. Such subjects as hygiene of feeding, proper clothing, bathing, muscular activity, stimulants and narcotics, etc., are taken up and discussed. In school hygiene the time is spent with such things as heating, lighting and ventilation of school buildings, school grounds, postures and school gymnastics, disease that concern the public school, etc. Civic sanitation treats such subjects as stream pollution, food sanitation, sanitation of public conveyances, etc.

Texts: Shaw's "School Hygiene" and Hough & Sedgwick's "Elements of Hygiene and Sanitation." Five hours.

VII. *Methods in Nature Study.*

The purpose of this course is to give students an idea of what can be done in nature study in the common schools, to teach them the importance of such work, and to show them the great benefit derived from nature study by the children in the grades. Most of the material required in the study of the course is obtained from the environment of the school. The work of the course falls under the following heads: (a) Selection of material suitable for study in the various grades each month of the year; (b) method of treatment of various subjects; (c) simple experiments and demonstrations suitable for grade work; (d) the making of a school museum; (e) lesson plans, etc. The outline for nature study as found in the state manual of course of study is used and furnishes subjects for discussion, lesson plans, etc.

Five hours.

IX. *Chemistry.*

Throughout the course no attempt at "features" or specialties is made; the work in both laboratory and text book is confined to presenting the basic principles of the subject with such demonstration and applications as serve to make the fundamen-

tals clear to the student and fix them in his mind. The work in the laboratory deals mainly with the study of the chemical characteristics of the more important elements and their compounds. Special emphasis is laid upon chemical reactions, their use and importance, and many direct applications are made to foods and necessities used in everyday life.

Text: Brownlee and others. Five hours for two quarters.

X. *Educational Biology.*

The course aims to give a better and deeper understanding of some of the more important laws of nature which it is impossible to grasp fully in the elementary courses of the biological sciences. Each student taking the course is expected to have had some elementary work in either zoology, botany, or nature study. Stress is laid on those great classes of organisms whose economical relation to man is strong. Thus the course aims to be practical throughout. Some of the topics for discussion and laboratory work are: Symbiosis, biologic balance, economic relation of fungi to man, division of labor, heredity and variation, degeneration, evolution, body control and habit formation. The Laboratory work supplements the classroom work in the study of the more important phases of the subject. Much work is done with the compound microscope in the study of the low forms of life having an economic relation to man. Outside readings and reports form an important adjunct to the course.

Text: Hunter's "Civic Biology." Five hours.

XI. *Physics.*

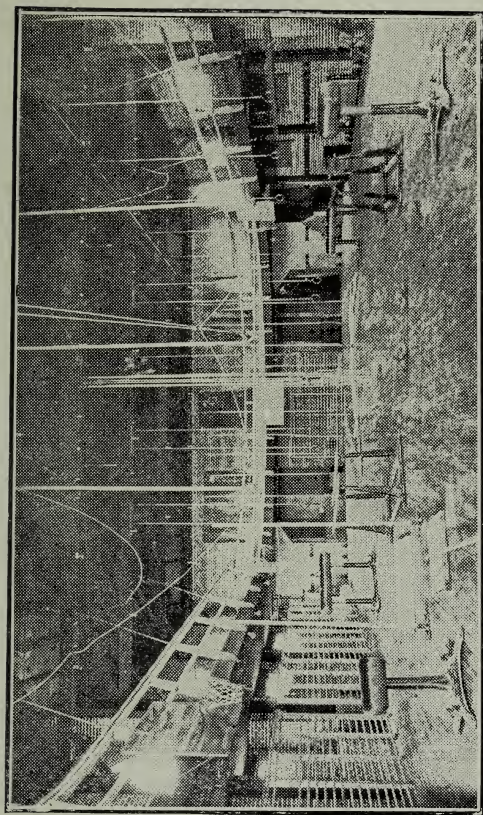
This course is primarily arranged for those students who desire advanced work in some of the main underlying laws of the subject.

Five hours for two quarters.

SOCIOLOGY AND ECONOMICS

I. *Rural Sociology.*

This course is a study of rural life and rural social problems in America, with special emphasis on the study of rural com-



Interior of Axline Gymnasium



Dormitory Groups

munity life in Idaho. The socialization of country life and the principles by which this must be brought about are made a part of the course. Rural social institutions are discussed as to their influence on the people and some ways of developing these institutions are brought out. Rural life and people are studied in their relations to our national life. Rural survey work is attempted in a constructive way. The questions of rural health, sanitation, charity and correction are studied.

Text: Gillette's "Constructive Rural Sociology," with supplemental work. Five hours.

II. *General Sociology.*

This course aims to illustrate the working of the chief factors of social organization and evolution, by the study of concrete problems, especially by the study of the origin, the development, the structure and the function of the family, considered as a typical human institution.

To bring out the factors and principles of the social life not illustrated by the family, a number of other social institutions are studied. These have been selected mainly from contemporary American society.

The course is made as concrete as possible. The library contains an excellent list of reference books and magazines on the subject.

Five hours.

III. *Social Problems.*

This is a study of the problems arising from the relation of the individual to the social order. There will be a special effort to emphasize problems of immediate interest.

Text: Towne's "Social Problems." Five hours.

IV. *Social Psychology.*

Social psychology studies the psychic planes and currents that come into existence among men in consequence of their association. It seeks to account for those uniformities in feeling,

belief and volition which are due to the interaction of human beings. The course deals only with uniformities due to social causes; that is, to mental contact or mental reactions.

Although the field of social psychology is comparatively new, yet there is plenty of material in the library to make the subject one of profit and interest.

Five hours.

V. *Rural Economics.*

The course in rural economics deals with the economic problems of rural life. The ways by which man gets his living are discussed with principal emphasis placed upon the rural means, namely, the extractive industries. An historical sketch of modern agriculture is given and the different stages of our agricultural development are noted. The factors of agricultural production, namely, land, labor and capital, in their relations to farm management and scientific agriculture, are studied. A special study is also made of each of the other main economic interests of rural life, namely, marketing, farm buying, rural credit and transportation and communication. In the study of these factors in connection with that of production special attention is given to their relation and bearing on our modern industrial progress.

Text: Carver's "Principles of Rural Economics," supplemented by outside material. Five hours.

VI. *General Economics.*

A general course in which the fundamentals of the science are presented. A study is made of man in relation to his social and physical environment, and to his wealth-getting and wealth-using activities. Problems of distribution, transportation, public utilities, insurance, finance, etc., are studied. The aim is to give the student a broad view of the subject, such as every teacher should have.

Five hours.

SUMMARY OF ATTENDANCE

NORMAL SCHOOL

Students taking regular work.....	435
Students taking special work, music department.....	43
Students taking special work, extension department.....	77
Students taking special work, manual training dept.....	5
	560
Students counted twice.....	36
Total Normal School students, 1920-21.....	524

TRAINING SCHOOL

First grade	34
Second grade	36
Third grade.....	22
Fourth grade	23
Fifth grade	20
Sixth grade	24
Seventh grade	19
Eighth grade	19
	197
Grand total of Normal School Students and Train- ing School Pupils.....	721

Normal School Students

1920-1921

Abercombie, Arlie	Hagerman
Adair, Pauline	Payette
Adams, Maude	Weiser
Albertson, Marion	Albion
Albertson, Sharon	Albion
Albretsen, Mrs. Ludy	Dubois
Allen, Ada	Jerome
Allen, Velma	Boise
Allred, Ellwood	Blackfoot
Allred, Lenora	Blackfoot
Anderson, Annie	Rexburg
Anderson, May	Thornton
Andrews, Genevieve	Rigby
Andrews, Helen	Rawlins, Wyoming
Appleton, Helen	Los Angeles, Calif.
Arps, Josephine	Jerome
Austin, Mrs. Blanche	Wendell
Baker, Mildred	Payette
Banman, Linda	Aberdeen
Barker, Mary	Elba
Barret, Margaret	Menan
Barron, Hanna	McCammon
Bartlett, Hobart	Declo
Bartschi, Charles	Norwood
Bauer, Stella	Filer
Beam, Esther	St. Anthony
Beckstead, Verena	Brigham City, Utah
Bell, Anna	Idaho Falls
Bell, Asael	Preston
Bennett, Victoria	Gooding
Berg, Bertha	Nampa
Bjornson, Bernice	Mt. Home
Black, Alberta	Moore
Black, Uarda	Moore
Blake, Margaret	Twin Falls
Blake, Mary	Twin Falls
Block, Mrs. Carrie	Jerome
Blakemore, Hazel	Jerome
Bonwell, Rebecca	Filer

Boosinger, A. J.	Albion
Boothe, Thelma	Weston
Bowers, Julia	Tuttle
Bradbrook, Mrs. P. D.	Ashton
Brassfield, Nina	Carey
Brich, Helen	Jerome
Briggs, Esther	Churchill
Brossard, Mary	Rigby
Browning, Esther	Rigby
Browning, Veda	Idaho Falls
Brune, Iva	Boise
Bunker, Georgia	Twin Falls
Bunker, Theresa	Twin Falls
Burbank, Margaret	Bennington
Burgess, Ida	Albion
Butler, Ida	Atlanta
Butler, Althea	Thornton
Cable, Guy	Roberts
Caldwell, Verne	Meridian
Caldwell, Mrs. V. V.	Meridian
Calkins, Anna	Gooding
Campbell, Harlow	Albion
Campbell, Orville	Albion
Campbell, Otto	Albion
Casper, Earl	Rigby
Chandler, Charles	Oakley
Chandler, Mrs. Edythe	Oakley
Cherrington, Elva	Blackfoot
Christen, Bertha	Tremonton, Utah
Clement, Eva	Lewisville
Close, Mrs. S. E.	McCall
Condit, M. Josephine	Hagerman
Conway, Martha	Three Creek
Corlette, Jessie	Boise
Coulter, Estelle	Burley
Cranney, Florence	Oakley
Cummins, Agnes	Melba
Danner, David	Albion
Davis, Alvaretta	Sugar
Davis, Mildred	Buhl
De Klotz, Florence	Filer
De Klotz, Hazel	Filer
Dial, Willis	Shelley
Donnan, Dora	Weiser
Dopp, Milla	Glasco, Kansas
Downard, Grayce	Rupert

Downs, Beryl	Albion
Dudley, Ida	Hagerman
Duff, Charlotte	Boise
Duke, Virginia	Ashton
Dunken, Doris	Buhl
Durfee, Angie	Heyburn
Eames, Bertha	Almo
Eames, Ottella	Almo
Ellis, Francis	Filer
Ellis, Zella	Filer
Ellsworth, Margaret	Salt Lake, Utah
Emigh, Lina	Salmon
Erikson, Mae	Rexburg
Evans, Bessie	Sugar
Fait, Harvey	Dubois
Finley, Nona	Mount Ayr, Iowa
Firth, Jessie	Firth
Fletcher, Alice	Payette
Floyd, Ethel	Gentry, Missouri
Frandsen, Affie	Blackfoot
Frederiksen, Ebba	Lewisville
Fullmer, Charles	Tetonia
Garrard, Grady	Albion
Gager, Mabell	Filer
Geddes, Lenald	Logan, Utah
Gibbons, Lucy	Rupert
Gibbs, Emma	Kuna
Gibbs, Iva Lou	Grace
Gibbs, Jane	Kuna
Gibson, Mary	Rupert
Giesbrecht, Elfriede	Aberdeen
Giesbrecht, Margaret	Aberdeen
Gilbert, Cora	Nampa
Gittins, Hattie	McCammon
Glass, Effie	Emmett
Glick, Edith	Filer
Gneiting, Anna	Idaho Falls
Godfrey, Josephine	Hansen
Goff, Nola	Lorenzo
Goody, Octava	Rigby
Graham, Lucille	Blackfoot
Gray, Marion	Boise
Green, Ann	McCammon
Grímmett, Medora	Moreland
Gardiner, Mrs. Hope	Malta

Garrison, Aleda	Churchill
Garrison, Ethel	Churchill
Hackworth, Ruth	Rupert
Haight, Zina	Oakley
Haines, Elizabeth	Twin Falls
Hall, Mamie	Rupert
Hanna, Virginia	Arco
Harding, Zella	Burley
Harper, Lureta	Albion
Hart, Lennia	Filer
Hartley, Mildred	Hazelton
Hartvigsen, Leone	Downey
Hatch, John	Hatch
Hathcock, Jethro	Mesa, Arizona
Hawkes, Bernice	Rupert
Hawkes, Frances	Rupert
Henningsen, Emma	Payette
Henson, Laura	McCammon
Hess, Nellie	Gooding
Hill, Bertha	Mt. Home
Hill, Helen	Boise
Hoff, Ruth	Firth
Holmes, Lorraine	Burley
Hopkins, Ethel	Soda Springs
Hostetler, Vertie	Nampa
Howard, Anna	Blackfoot
Howard, Marjorie	Malad
Howard, Wain	Albion
Howell, Alfred	Fish Haven
Hughes, Melba	Malad
Hulet, Elenor	Morgan, Utah
Hulet, Verda	Morgan, Utah
Hurt, Alice	Picabo
Huyser, Louise	Bliss
Jaggar, Margaret	Yates Center, Kansas
Jaques, Flora	Sugar
Jenkins, Sarabel	Malad
Jensen, Hazel	Rupert
Jensen, Irene	Emmett
Jensen, Grover	Twin Falls
Jensen, La Vern	Blackfoot
Jensen, Lillian	Rigby
Johnson, Alice	Norwood
Johnson, Olga	Payette
Johnston, Pearle	Aberdeen
Jones, Carrie	Bellevue

Jones, Evelyn	Malad
Jones, Gladys	Boise
Jones, Iris	Malad
Jones, Lelah	Boise
Jones, Margaret	Malad
Jones, Sara	Malad
Justice, Ethel	Hagerman
Justice, Florence	Hagerman
Kelly, Anastasia	Kimberly
Kenworthy, Dorothy	Twin Falls
Killpack, Cleo	Parker
Kinkade, Minnie	King Hill
King, Eloise	Rupert
King, Fannie	Bruneau
Klaas, Anna	Filer
Klaas, Helen	Filer
Kohler, Geneve	Malad
Kopper, Marie	Aberdeen
Kuhns, Dove	Twin Falls
La Course, Meral	Hansen
Lavery, Julia	Rexburg
Lawson, Thyra	Menan
Leavitt, Beatrice	Albion
Leavitt, Louie	Albion
Lester, Winifred	Orland, Calif.
Linder, Edith	Gooding
Loveland, Verda	Albion
Lowe, Caroline	Los Angeles, Calif.
Lynch, Robert	Ustick
McBain, Jessie	Burley
McEwen, Rachel	Kimberly
McKenney, Pearle	Albion
McMurray, Alice	Oakley
McMurray, Della	Burley
Mahoney, Nellie	Albion
Malcom, Glendora	Blackfoot
Maltby, Jessie	Rogerson
Manly, Ruth	Emmett
Marley, Coral	McCammon
Marshall, Aina	Blackfoot
Mason, Flossie	Shoshone
Matson, Ida	Lorenzo
Maxwell, Margaret	Twin Falls
Meinecke, Cora	Buhl
Merril, Theresa	Lorenzo

Meyer, Hannah	Bartlett, Nebraska
Miller, Amy	Boise
Miller, Harriet	Black Pine
Millick, Marie	Blackfoot
Millspaugh, Una	Homedale
Moon, Leah	Heyburn
Mullins, Jessie	Twin Falls
Murdock, Grace	Blackfoot
Murdock, Hazel	Blackfoot
Murray, Elsie	Burley
Myers, Irene	Rupert
Miller, Ruth	Mt. Home
Nave, Mary	Sugar
Nelson, Marie	Buhl
Newcomb, Clara	Aberdeen
Newcomb, Mildred	Hazelton
Newman, Guy	Albion
Neyman, Mrs. Mary	Albion
Nickerson, Tressie	Middleton
Nickle, Agnes	Caldwell
Nielson, A. H.	Oakley
Noble, Agnes	Moore
Nutting, Bertha	Rupert
O'Donnell, Mary	Rupert
Odor, Alwilda	Twin Falls
Ogg, Lulu	Kimberly
Olsen, Esther	Heyburn
Olsen, Laurine	Delco
Orme, Luetta	St. Anthony
Ottley, Alice	Elba
Overholson, Evelyn	Rexburg
Ownbey, Clarence	Buhl
Packard, Linda	Twin Falls
Palmer, Della	Malad
Park, Lucille	Blackfoot
Parsons, Janabelle	Gooding
Passey, Druscilla	Paris
Perrins, Ethel	Albion
Perrins, Melvin	Albion
Perry, Wilma	Weiser
Peterson, Eva	Idaho Falls
Peterson, Viola	Garland, Utah
Phippen, Douglas	Albion
Pickren, Marie	Soda Springs
Piltingsrud, Alf	Firth

ALBION STATE NORMAL SCHOOL

Pine, Alice	Payette
Ploss, Emma	Jerome
Pomeroy, Marguerite	Kimberly
Pospisil, Iva	Buhl
Poulton, Melba	Burley
Powell, Paul	Albion
Powell, Rachel	Samaria
Powers, Gladys	Burley
Prentice, Mrs. Della	Jerome
Prey, Mrs. Effie	Boise
Prickitt, Grace	Filer
Price, Helen	McCammon
Price, Mrs. Lessie	Paris
Price, Mrs. Mayme	Declo
Price, Wilford	Paris
Raymond, Donnetta	Menan
Reid, Sarah	Montemdeo, Mont.
Richards, Mary	Malad
Ricks, Reba	Rexburg
Rigby, Bianca	Sugar
Riley, Genevieve	Paul
Rinderknect, Anna	Providence, Utah
Rippee, Rinda	Burley
Ripplinger, Lawrence	Driggs
Robbins, Mrs. Floyd	Blackfoot
Roberts, Elsie	Paris
Roberts, Elizabeth	Kimberly
Roberts, Fern	Burley
Roberts, Lyman	Paris
Robinson, Aubie	Kimberly
Rock, Veda	Dubois
Rogers, Mrs. Esther	Burley
Rooker, Jennie	Albion
Rose, Waldo	Idaho Falls
Ryan, Margaret	Monona, Iowa
Rynearson, Hallie	Burley
Sanders, Erma	Rockland
Sanders, Virginia	Idaho Falls
Saunders, Mrs. Josephine	Jackson, Wyoming
Sawyer, Amy	Malad
Schnell, Katharyn	Boise
Scholes, Amy	Rigby
Scholés, Sarah	Rigby
Schultz, Juanita	Albion
Schulze, Sara	Burley
Scott, Mrs. Ruby	Malta

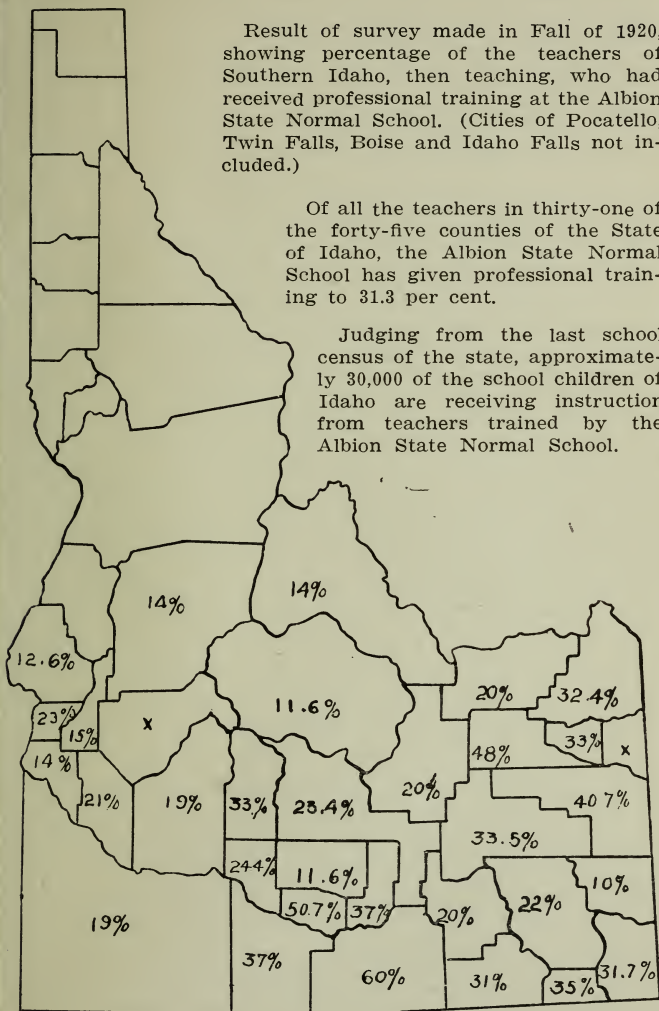
Scott, Winifred	Cisco, Utah
Seckman, Nell	Twin Falls
See, Susie	Heyburn
Selck, Christine	Menan
Severance, Clarabelle	Kimberly
Shearer, Edith	Boise
Sherfy, Mary	Hansen
Shulsen, Daphne	Wendell
Simmons, Alma	Driggs
Simmons, Iva	Filer
Simmons, Lael	Burley
Simmons, Leo	Oakley
Simmons, Violet	Ucon
Simpson, Eunice	Weston
Sims, Mayme	Rupert
Sims, Ruth	Rupert
Slater, Cecile	Twin Falls
Slone, Alice	New Plymouth
Smith, Bessie	Twin Falls
Snyder, Alice	Blackfoot
Snyder, Lucile	Blackfoot
Spencer, Pearl	Paris
Spencer, Vivien	Buhl
Stalker, Donald	Cleveland
Stalker, Maud	Grace
Steffens, Edna	Blackfoot
Steffens, Elvera	Blackfoot
Stephenson, Mrs. Bertha	Rupert
Stewart, Mary	Idaho Falls
Stewart, S. C.	Crystal
Stivers, Ruth	Boise
Sutton, Carrie	Arfco
Swarm, Pauline	Des Moines, Iowa
Taylor, Clara	Oakley
Taylor, Erma	Blackfoot
Taylor, Ivie	Elba
Therneau, Ellena	Idaho Falls
Thompson, Cora	Twin Falls
Thompson, Jewell	Buhl
Thompson, Mrs. Josephine	Stanley
Thornock, Maud	Bloomington
Thompson, Petrona	Wendell
Thornton, Hope	Eden
Tindall, Edith	Tindall
Toyer, Mildred	Rupert
Turman, Maude	Hamer

Turner, Winifred	Mt. Home
Twilegar, Ruby	Albion
Vanderwel, Wilma	Rigby
Varnum, Marian	Jerome
Varnum, Ruth	Jerome
Waller, Mrs. Anna	Rigby
Walter, Gertrude	Filer
Warr, Edward	Oakley
Webb, Bertha	Weiser
Weeks, Mamie	Irwin
Welch, Amy	Arco
Welsh, Hallie	Clinton, Mo.
Wells, Luella	Caldwell
Wendell, Mildred	Rupert
Werner, Stanley	Albion
West, Dessie	Wendell
West, Edith	Wendell
West, Ruth	Sugar
White, Vera	Rockland
Whittier, Alice	Morgan, Utah
Williams, Mrs. Pearl	Malad
Williams, Stella	Boise
Wilson, Edith	Hansen
Wilson, Zena	Oakley
Winchester, Martha	Lewisville
Wood, Ruth	Burley
Woodall, Winifred	Burley
Woods, Florence	Weiser
Wright, Glenn	Blackfoot
Wright, Golda	Twin Falls
Yaggy, Mabel	Hamer
Yoder, Wilma	Nampa
Zellar, Willma	Heyburn

Result of survey made in Fall of 1920, showing percentage of the teachers of Southern Idaho, then teaching, who had received professional training at the Albion State Normal School. (Cities of Pocatello, Twin Falls, Boise and Idaho Falls not included.)

Of all the teachers in thirty-one of the forty-five counties of the State of Idaho, the Albion State Normal School has given professional training to 31.3 per cent.

Judging from the last school census of the state, approximately 30,000 of the school children of Idaho are receiving instruction from teachers trained by the Albion State Normal School.



Counties marked "x" not reporting.

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